DOCUMENT RESUME

ED 067 664 95 CS 200 140

AUTHOR Harvey, Robert C., Ed.; And Others
TITLE Annotated Index to the English Journal, First Supplement: 1964-1970.
INSTITUTION National Council of Teachers of English, Urbana, Ill.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Sep 72
NOTE 115p.
AVAILABLE FROM National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 47826, $3.25 non-member, $2.95 member)

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *Annotated Bibliographies; Composition (Literary); English Curriculum; *English Instruction; *Indexes (Locaters); Language; *Literature; Reading; *Resource Materials; Teaching Methods

ABSTRACT

In this index, which can be used as a guide to professional reading as well as a research tool, 1100 articles that originally appeared in the "English Journal" from 1964 to 1970 are annotated and indexed. Only those items that could be considered "articles" were included, excluding such items as letters to the editors, book reviews, etc. The table of contents is the main avenue of access, dividing the annotations into sections and categories. When an article has more than one major emphasis, it is cross-referenced. The annotations are intended to amplify the titles and briefly describe the content and emphasis of the articles. There are two indexes included: the "Literary Works and Their Authors," which provides quick access to articles discussing particular works or authors, and an "Author Index," which is an alphabetical list of the authors of the articles annotated. (JF)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 06604

Annotated Index to the English Journal

First Supplement: 1964-1970

Edited by
Robert C. Harvey
Carole Masley Kirkton
and the Staff of the ERIC Clearinghouse on the Teaching of English

FILMED FROM BEST AVAILABLE COPY

National Council of Teachers of English

NCTE COMMITTEE ON PUBLICATIONS Robert F. Hogan, NCTE Executive Secretary, Chairman/Robert Dykstra, University of Minnesota/Walker Gibson, University of Massachusetts, Amherst/Robert E. Palazzi, Burlingame High School, California/Eugene C. Ross, NCTE Director of Publications/**EDITORIAL SERVICES** Lorene P. Neumann, NCTE Headquarters/**DESIGN** Kirk George Panikis, NCTE Headquarters

Library of Congress Catalog Card No. 14-13041
ISBN 8141-4782-6
NCTE Stock No. 47826

Published September 1972
National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801
Printed in the United States of America

This monograph was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Contents

Introduction 1

The Teaching Profession 3

Preservice and Inservice Teacher Education 3
Teacher Roles and Attitudes 4
Departmental Organization and Supervision 7
Professional Concerns 8
The National Council of Teachers of English 10

The Teaching of English: General 11

Research in the Teaching of English 11
Materials 13
Methods 13
Grading and Testing 17

Curriculum 18

Theories and Aims 18
Planning and Evaluating Curriculum 20
Elective and Nongraded Programs 21
Independent Study 22
Special Programs: Slow Learners, Accelerated Students, Others 23

Composition 24

Theory 24
Approaches and Methods 28
Units, Assignments, and Courses 31
Creative Writing 34
Journalism 36
Writing Conventions 37
Evaluation 39

Reading 41

Research 41
Methods of Teaching Reading 43

Reading Interests 43
Programs and Courses 44

Literature **45**

The Study of Literature: Theory and Criticism 45
The Teaching of Literature: Theory and Methods 47
Units and Courses 50

Poetry 52
Approaches: Method and Theory 52
Analysis: Specific Poems and Poets 56

Drama 61
Approaches and Theory 61
Analysis of Specific Plays 62

Novel 64
Approaches and Theory 64
Analysis of Specific Novels 66
Novels Written Prior to 1900 66
Twentieth-Century Novels 68

Short Story 73
Nonfiction: Essay, Biography, and Autobiography 76

Special Interests 77
World and Greek Literature 77
Black Literature 77
The Bible 79

Newspapers and Magazines 79
Paperbacks 80
Censorship 80

Language **81**

Theoretical Discussion 81
Methods 83
Dialects, Levels of Usage, and Slang 85
Vocabulary and Dictionary Study 87
Semantics 88
Bilingualism 88
Texts 89

Oral Expression **89**

Oral Communication and Speech 89
Class Discussion 90

Dramatic Arts **90**

Play Production 90
Creative Dramatics 92

Humanities **92**

Study and Use of Media **94**

General 94
Film Production 95
Film Study 95

Index to Literary Works and Their Authors **97**

Index to Authors **102**

5

Introduction

Exactly 1,100 articles from the *English Journal* are annotated and indexed in these pages. This first supplement to the *Annotated Index to the English Journal: 1944–1963* takes the *Index* through 1970, embraces articles published from January 1964 through December 1970, Volumes 53 through 59. Seven years. During this time, Richard S. Alm, University of Hawaii, was editor of the *English Journal*.

In annotating and compiling articles, we were guided by the same purposes as governed the NCTE Committee on a Bibliography of *English Journal* Articles in assembling the initial volume: to provide a guide to professional reading that is also a tool for research. These opening paragraphs augment that guide–sharpen the tool, perhaps aid the reader in using the *Index*–by indicating the basis for selecting the articles that are annotated, by describing the arrangement of the annotations, and by pointing out the finding aids of the volume–the indexes to the *Index*.

Not every item printed in the *English Journal* from January 1964 to December 1970 is annotated and indexed here. Like its predecessor, this *Index* used as a basis for selecting which items to include the criterion "that the item conform in some way to the term 'article'." This criterion assumes that an article usually reflects pedagogical or scholarly concerns of a more or less enduring nature, while other items often deal with ephemeral topics likely to be soon outmoded despite their significance at the time of publication. With this assumption, we distinguished between an article and a column–a column generally being a continuing feature, usually by the same author or authors, on somewhat timely matters. Excluded from the *Index* in this manner were letters to the editor, editorial notes, book reviews, listings of teaching materials, occasional verse, and compilations of information culled from other publications. Specifically, the columns excluded were: "Riposte," "Teaching Materials," "This World of English," "Professional Publications," "Book Marks," "The Scene," and "Junior Book Roundup." Exceptions were made for special sorts of regular features. The "Counciletter" feature was annotated (unless it dealt with a specific convention or meeting) on the grounds that it helps define the professional concerns of the Council during this period. "Poetry in the Classroom" was also annotated, its concern being largely pedagogical. And NCTE/ERIC's monthly report was annotated because it provides access to research of an enduring nature on a wide variety of subjects.

The Table of Contents is the main avenue of access to the annotations. It divides the annotations into sections, categories, the many phases of English instruction. A sort of subject index to the volume. We based the categories on a taxonomy of English developed by a group of NCTE bibliographers who met in the spring of 1968. Modified the taxonomy to describe the contents of the journals being annotated. Condensed it where no materials fitted the categories, amplified it to reflect new developments, new interests, new efforts among teachers of English. In table of contents form, such a subject index offers an overview of the contents of the *Index*, suggests the rationale for the divisions and the alternative sections to which the reader may wish to turn. For the most part, the subsections within each major division are self-explanatory. Many divisions open with a subsection (e.g., "Theory") that includes general discussions of the subject of that division, and subsequent subsections deal more specifically, often more practically, with aspects of the subject. An article is cited in the subsection that most accurately describes the principal emphasis of the article. When an article has more than one major emphasis it is cross-referenced. Each subsection concludes with a list of

item numbers referring to other articles touching on that subject. Each annotation bears its own individual number in the continuous sequence that runs from the beginning of the annotation section to the end, from 1 to 1,100.

The Literature section contains the largest number of annotations in the *Index*. And the biggest subsection in the Literature section is on the novel. The Novel section is so big that it is divided into three subsections, and the biggest one of them lists articles analyzing novels written since 1900. The novel discussed most frequently is J. D. Salinger's *The Catcher in the Rye*. But that doesn't mean that most English teachers spend most of their time teaching Salinger's novel. *Lord of the Flies* and *A Separate Peace* are discussed almost as frequently as *The Catcher in the Rye*. So are *Hamlet* and *Macbeth*. And Shakespeare's name in the "Literary Works and Their Authors" index guides the reader to more articles than the next three most frequently mentioned names put together. But more articles are about teaching writing than about teaching Shakespeare, more about writing than about any one of the literary genres. In fact, the Composition section of the *Index* is the second largest section.

The two indexes at the end of the volume refer the reader to specific articles by item number. The "Literary Works and Their Authors" index provides quick access to articles discussing particular works or authors. Although the Literature section sifts out articles analyzing specific works within each genre, many articles deal with certain works and authors in a less analytical way and so fall into other sections. The "Literary Works and Their Authors" index retrieves these errant articles, collects them and the other more analytical ones into one finding mechanism, gives the reader with a specifically literary task in mind direct access to articles serving his need. The other index, the "Author Index," lists alphabetically the authors of articles annotated. It can be construed as a roll-call recognition of those whose contributions are the life blood of any such professional forum as the *English Journal*. Others whose regular departmental contributions fleshed out the forum are: Nathan S. Blount and John R. Searles (the "Teaching Materials" column), Dorothy Petitt, Margaret Early, and Edmund J. Farrell ("Professional Publications"), John W. Conner and Geraldine E. LaRocque ("Book Marks"), Ted DeVries, Anthony Tovatt, and Arno Jewett ("This World of English"), Stephen Dunning and Stanley B. Kegler ("Junior Book Roundup"), and Leo Ruth and Edmund J. Farrell ("The Scene").

The annotations were written by staff members of the NCTE/ERIC Clearinghouse on the Teaching of English. Daniel J. Dieterich wrote most of them. Linda Hovde, Sarah Washington, and Carole Kirkton shared the rest of the writing load about equally. The objective in writing each annotation was to amplify the article's title with an accurate description of the content and emphasis of the article. Aside from that, we sought stylistic consistency in the annotations, cast each one in a compressed-sentence mold. Defined that mold as a sentence predicate alone with its modifiers. Broke the mold only once or twice in rebellion against rigid conformity. As to a system for categorizing and indexing the *Index*, we couldn't do better than Dr. Johnson's method for arranging his dictionary: every citation went its way on its own slip of paper.

R.C.H.

The Teaching Profession

A. Preservice and Inservice Teacher Education*

NOTE: The entire April 1968 issue of *English Journal* was devoted to the discussion and presentation of Guidelines for the Preparation of English Teachers, the result of the English Teacher Preparation Study, September 1965–March 1967.

1. Allen, Harold B., M. Agnella Gunn, and James R. Squire. "NCTE Counciletter: Summer Study with the Council." 53(Jan. 1964): 59–60.

Presents three unique features of the NCTE study tours: their emphasis on literary, linguistic, and cultural landmarks; their special lectures and institutes; and their opportunities for members to attend special events and to obtain teaching materials.

2. "Classic Statements on Teacher Preparation in English." 57(Apr. 1968): 537–50.

Lists statements on English teacher preparation on the elementary and secondary levels, resolutions adopted at a seminar of English department chairmen, and major recommendations for educating elementary and secondary English teachers.

3. Coggin, Jane. "A Potpourri of Theories." 55(Jan. 1966): 89–90, 92.

Criticizes NDEA summer institutes on the grounds that they concentrate on a plethora of conflicting theories but spend insufficient time dealing with improved methods, aids, and materials to implement the theories.

4. Corbin, Richard. "NCTE Counciletter: At the Grassroots: A Plea for Better Teachers and Teaching." 53(Mar. 1964): 217–19.

States that four things are needed to improve English education: better prepared teachers, better teaching conditions, better teaching materials, and better community attitudes toward the teaching of English.

5. Denby, Robert V. "NCTE/ERIC Summaries and Sources: Inservice Education for Secondary English Teachers: 'So Little Time . . . So Much to Learn!'" 59(Apr. 1970): 594–602.

Contains abstracts of ERIC documents concerned with the *process* of inservice education: its necessity, objectives, possible roles, and forms taken to date.

6. Grommon, Alfred H. "A History of the Preparation of Teachers of English." 57(Apr. 1968): 484–524.

Analyzes events, documents, and people involved in a history of the preparation of teachers of English, and comments on future directions.

7. Janeczko, Paul B., and Robert Skapura. "'Poetry Is Alive and Well': A Workshop Blueprint." 59(Nov. 1970): 1131–34.

Describes the organization and structure of a successful poetry workshop for teachers and provides a nine-point checklist of matters requiring special attention if such a workshop is to succeed.

8. Jenness, Raymond N., Jr. "Camp Eugene, We Love You." 57(Mar. 1968): 393–94.

Describes a six-week summer program for secondary school teachers sponsored by the Eugene O'Neill Memorial Theater Foundation to improve dramatic skills and knowledge.

9. Jewett, Arno. "NDEA Now Includes English and Reading." 53(Nov. 1964): 580–83.

Describes the NDEA provision for funds for institutes in English and reading, improved supervision, and purchase of materials and equipment.

10. Rall, Eilene M. "My Regards to Ustinov." 58(Apr. 1969): 548–60.

Subtitle of this article is "An Only Slightly Fictionalized Account of Attending a Meaningful Conference." A narrative.

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

11. Royster, Salibelle. "Literary Tourist Comes Home." 54(Jan. 1965): 28–31.

Describes the 1964 NCTE Tour of the British Isles, concluding that literary tours often provide the foundation for better teaching.

12. Shugrue, Michael F. "The History of ETPS." 57(Apr. 1968): 525–27.

Presents detailed explanations of the beginning of the English Teacher Preparation Study including the decision about the directions the Guidelines should take.

13. Shugrue, Michael F., Carl A. Barth, and Leo Ruth. "The English Teacher and the 1967 NDEA Institutes." 55(Dec. 1966): 1210–13.

Explains what teachers should expect from the 1967 NDEA Institutes, basing the prediction of the institutes' benefits on their performance in 1965 and 1966.

14. Slaughter, Eugene E. "Certification Requirements to Teach English in Elementary or Secondary School—1967." 57(Apr. 1968): 551–64.

Discusses and lists the certification requirements for elementary and secondary English teachers in fifty states, the District of Columbia, and Puerto Rico; compares this study with the studies of Stinnett (1967) and Woellner and Wood (1967–68). Tables.

15. Squire, James R. "Introduction to the Guidelines." 57(Apr. 1968): 479.

Discusses the history of the English Teacher Preparation Study and Guidelines for the Preparation of English Teachers. Suggests some applications of the guidelines.

16. Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1963–1964." 54(Mar. 1965): 238–55.

Reports summaries of research on studies in the English language arts with emphasis on practices in teaching such areas as: reading and literature, written composition, grammar, spelling, usage, vocabulary, speech, and listening. Bibliography of seventy-seven entries.

17. Tovatt, Anthony, and Ted DeVries. "Initiating a Dialogue among Teachers of English." 55(Sept. 1966): 732–34.

Describes two instruments used to disseminate ideas and experiences among high school teachers attending an inservice training program at Ball State University.

18. Umberger, Willis H. "An Introduction to the English Teacher Preparation Study: The Uses of the Guidelines." 57(Apr. 1968): 475–76.

Believes the Guidelines should motivate, stimulate, and give a sense of direction to those who plan teacher preparation programs, and encourage those who would improve these programs.

19. Viall, William P. "The Study in Retrospect." 57(Apr. 1968): 478.

Gives dates and names of individuals responsible for planning original studies for the Guidelines for the Preparation of English Teachers.

20. Viall, William P., et al. "English Teacher Preparation Study: Guidelines for the Preparation of Teachers of English." 56(Sept. 1967): 884–95.

Outlines the nature and purpose of the study and presents the six major and numerous minor guidelines for elementary and secondary school English teacher preparation which resulted.

21. Viall, William P., et al. "English Teacher Preparation Study: Guidelines for the Preparation of Teachers of English—1968." 57(Apr. 1968): 528–36.

Explains the nature and purpose of the English Teacher Preparation Study and presents the six Guidelines for the Preparation of Teachers of English.

See also: 156, 469.

B. Teacher Roles and Attitudes

22. Bauer, John P. "Nouns and Pronouns at Carver Junior High." 59(Oct. 1970): 970–71.

Examines the ineffectual rigidity of English instruction aimed at keeping inner-city junior high school students quiet and orderly.

23. Bens, John H. "Miss Brownstone and the Age of Science." 56(Jan. 1967): 64–66.

Presents a fictional narrative centering on a student's decision to become a poet rather than a scientist.

24. Black, Joanne, and Betty Giltinan. "What the English Teacher Wants to Hear." 55(Mar. 1966): 338–39.

Lists common headaches of high school English teachers. Humorous.

25. Bronson, David B. "Reading, Writing, and McLuhan." 57(Nov. 1968): 1151–55, 1162.

Supports McLuhan's contention that reading and writing are unnatural, concluding from a study of McLuhan that these skills are the supreme achievement of civilized humanity and ought to be taught from this point of view.

26. Brown, L. Lakota. "Name One Creative Thing You've Done Lately." 56(Nov. 1967): 1158–59, 1165.

Urges teachers to avoid intellectual stagnation and suggests ways to stimulate teachers' creativity through self-evaluation, widening their fields of knowledge, and increasing communication with others in the profession.

27. Burchard, Rachael C. "Boy with a Toy." 57(Sept. 1968): 841–42.

Describes a true incident: a student points at his teacher a "toy" gun which turns out to be a loaded .38.

28. Campbell, Charles A. "The New English—a Luddite View." 56(Apr. 1967): 591–95.

Urges teachers to concentrate on the central problems: how to get students to observe, to abstract, to comprehend, to read intelligently, and to express their ideas to others; warns against hiding such important matters under the banner of the New English.

29. Crosby, Muriel. "NCTE Counciletter: The Disadvantaged." 54(Mar. 1965): 236–37.

Cites examples of problems brought about by change and emphasizes the need for greater commitment on the part of English teachers in helping children master their native language.

30. Crosby, Muriel. "NCTE Counciletter: The Tasks We Face." 55(Nov. 1966): 1099–1100.

Proposes three goals for today's teachers: to help children develop worthwhile values, to search for undeveloped student potentialities, and to learn more about learning.

31. Crosby, Muriel. "NCTE Presidential Address: Of the Times and the Language." 56(Feb. 1967): 199–207.

Presents the educational demands of modern society, demands for family life education, for urban life and urban skills education, and for sex education. Gives six specific demands of English teachers, including a "command of human relations skills."

32. DeFrees, Sister Madeline. "Pegasus and Six Blind Indians." 59(Oct. 1970): 928–37.

Discusses six types of poetry teachers each of whom is more interested in talking about or around a poem than he is in the poem itself. Presents several poems and suggests methods of approaching the teaching of poetry.

33. Evans, William H. "The Teacher of Secondary School English as Researcher." 53(Feb. 1964): 79–84, 109.

Recognizes the need for and difficulties in doing high school English research, and the important role of the classroom teacher in such research.

34. Fulcher, James. "The Making of a Radical Teacher." 59(Mar. 1970): 384–86.

Claims that the educational system in America destroys independent thinking, self-confidence, self-acceptance, and self-reliance. Insists that innovative teachers must work in spite of and in defiance of this system.

35. Grommon, Alfred H. "Once More—What Is English?" 56(Mar. 1967): 476–80.

Discusses several opinions regarding the nature of English study and urges teachers to be aware of three aspects of their responsibility as teachers: to help students learn to think effectively, to establish values, and to develop their imaginations.

36. Halperin, Irving. "'Do You Know What's Happening?'" 58(Oct. 1969): 1049–52.

Accuses many in the teaching profession of avoiding all contact with conflict and social involvement, of "rushing away from the 'darkness,' the dangers of violence, and toward the 'light,' the familiar shibboleths of the academy."

37. Jenkins, William A. "Will the Real English Teacher Please Stand?" 58(Apr. 1969): 503–9.

Notes that the English teacher's role is defined and redefined by the needs of today's world: to help many children escape poverty; to help all children develop healthy and viable points of view on life, on man, and on the future; and to help children to dream in ways that will enable them to cope with the problems of their worlds.

38. Knudson, Rozanne. "Tomorrow." 54(Sept. 1965): 519.

Shares the thoughts of a tradition-bound teacher who procrastinates finding out about recent innovations and trends in English education.

39. Lambert, Robert G. "The Forty-Year Coffee Break: English and the Twenty-first Century." 55(Sept. 1966): 768–71.

Describes steps English teachers can take to help their students use constructively the increased leisure time they will have as adults.

40. Lin, San-su C. "Disadvantaged Student? Or Disadvantaged Teacher?" 56(May 1967): 751–56.

States that teachers of disadvantaged students are themselves disadvantaged because of a lack of proper training in handling the needs of their students. Offers several suggestions to remedy the situation.

41. Lindley, Daniel A., Jr. "Teaching Is a Science, Not an Art." 59(Oct. 1970): 960–63.

Urges teachers to respond to, not shape, what their students say and do; to teach for their students' benefit, not their own.

42. Luis, Earlene. "How *Not* to Teach English in High School." 59(Oct. 1970): 964–66.

Suggests ways in which beginning English teachers can avoid the many student-constructed pitfalls of the profession.

43. Mulligan, Louise E. "Why Didn't Someone *Tell* Me?" 54(May 1965): 436–37.

Lists ten suggestions regarding classroom management and control designed to help the apprehensive beginning teacher.

44. Reynolds, William J. "Ten Commendments for Teachers of English." 59(May 1970): 672–73.

Recommends ten attitudes leading to effective teaching of English.

45. Schwartz, Sheila. "Help Needed by High School Student Teachers." 54(Sept. 1965): 547-49.

Contends that student teachers need to know more about their individual students, the use of related materials (e.g., bulletin boards), and various teaching techniques.

46. Smith, Eugene H. "Professor Becomes High School Teacher." 58(Mar. 1969): 360–62.

Presents examples of the author's experience in teaching for a year in "Seattle's most difficult high school." Discusses the poor classroom performance of his students, the poor organization of the department, and his own inability to teach effectively.

47. Storm, Howard. "'Shut Up, I Explained.'" 56(Feb. 1967): 208–10.

Decries the lack of balance in America's "too-serious" youth and encourages teach-

ers to help their students develop a sense of humor.

48. Sweet, John. "Profile of an English Teacher." 57(Mar. 1968): 420–24.

Portrays an ideal teacher and presents an interview with him concerning various aspects of teaching.

49. Trowbridge, Elizabeth C. "The Slings and Arrows . . ." 58(Jan. 1969): 120–21.

Records a number of incidents that battered the author's ego. Praises the perseverance of the average English teacher.

50. Webster, Mildred E. "NCTE Counciletter: The Disadvantaged." 58(Dec. 1969): 1370–72.

Defines the disadvantaged teacher as one who is overworked, frustrated by paradoxes in carrying out educational philosophy, and out of touch with changes.

See also: 196, 494, 943.

C. Departmental Organization and Supervision

51. Donelson, Kenneth L. The Discipline and Freedom of the English Teacher." 56(Apr. 1967): 566–72.

States that, if an English department can demonstrate professional competence, it has a right to ten freedoms, and lists the ten. Suggests three paths of action leading to this goal.

52. Henry, George H. "Style of Teaching and Teacher Evaluation." 59(Oct. 1970): 921–27.

Presents the advantages of long-term, systematic observation and objective evaluation of teacher behavior and suggests six criteria by which to evaluate teacher behavior.

53. Hipple, Theodore W. "Toward Improved English Department Meetings." 58(Mar. 1969): 440–42.

Offers nine suggestions for programs that lend themselves to hour-long meetings giving teachers ideas and insights that improve their classroom performance.

54. Jacobs, Paul H. "Criteria for Evaluating High School English Programs." 57(Dec. 1968): 1275–96.

Provides an extensive checklist for evaluating English programs' basic organization and procedures; curriculum and instruction; physical facilities, equipment, and materials; and teacher qualifications.

55. Lindley, Daniel A., Jr. "Heretical Questions." 58(Jan. 1969): 90–91.

Offers a list of twenty-one questions about assumptions often made about the teaching of English in order "to provoke discussion in English Department meetings."

56. Maxwell, John C., and William J. Scannell. "A Minimal Professional Reference Library for Teachers of Secondary School English—1968." 57(Jan. 1968): 116–19.

Offers a basic list of essential publications for high school professional reference libraries. Includes journals, and books on curriculum and methodology, composition, English language, literature, reading, mass media, and book selection for adolescents.

57. Nelson, Paul S., Jr. "Orientation of New English Teachers: A Major Job for the Department Chairman." 57(Mar. 1968): 409–15, 434.

Places the responsibility for orienting new staff members with the department chairman and presents some principles to guide such orientation. Outlines the content and form of a good orientation program.

58. Pooley, Robert C. "From Supervision to Super-Vision." 55(May 1966): 551–57.

Details the specific nature of the profession of English supervisor, and explains "the duties, obligations, opportunities, and rewards" of members of that profession.

59. Ruggless, Charles B. "The Nominal High School English Department Chairman." 54(May 1965): 375-78.

Based on a survey, describes the present

status of English department chairmen, and suggests what their role should be in order for English instruction to be improved.

60. Ruth, Leo. "Developing Better English Departments: A Plan for Engaging Administrative Support." 56(Nov. 1967): 1142–47.

Narrates the story of one California association's efforts to promote the adoption of the principles contained in *High School Departments of English: Their Organization, Administration, and Supervision* (NCTE 1964).

61. Veidemanis, Gladys. "Frankly Speaking—a Candid View of the Department Chairman's Role." 56(Sept. 1967): 828–33.

A study of the present situation of chairmen of small English departments results in four specific observations concerning excessive work loads, duplication of effort, and inadequate curricula. Offers three suggestions for improvement.

See also: 115.

D. Professional Concerns

62. Corbin, Richard. "NCTE Presidential Address: Poetry and Hard Fact." 55(Mar. 1966): 267–72.

Reports on "some of the major issues confronting the profession," e.g., in proposed copyright law revision, the National Assessment of Education, and *The National Interest and the Teaching of English* (1961).

63. Corbin, Richard. "NCTE Counciletter: Ring Out the Old English, Ring in the New?" 55(Apr. 1966): 480–81.

Expresses the author's opposition to the term "new" as applied to English.

64. Crosby, Muriel. "NCTE Counciletter: A Call to Action." 56(Apr. 1967): 616.

Urges members to become actively involved in their local communities and school systems and praises the NCTE Commission on the English Curriculum for their study of the implications of the National Assessment program.

65. Crosby, Muriel. "NCTE Counciletter: Professional Concerns and Recommendations." 57(May 1968): 725–26.

Expresses concern about professional ethics in textbook selection, censorship, and violations of copyrights and speaker's rights. Encourages the Council to help teachers become certified and asks the Board of Directors to become more involved in shaping the affairs of the Council.

66. Crow, Dennis W. "'Passing Strange'." 57(Nov. 1968): 1123–32.

Contains quotations from Volume 1 of the *English Journal* (1912) and Volumes 56–57 (1967–68), juxtaposed according to subject to indicate with "startling similarities" the persistence of the issues in English instruction.

67. Fisher, John Hurt. "The Importance of the Study." 57(Apr. 1968): 477, 550.

Describes the kind of standard English professionals believe in; suggests that continuing contact with other members of the profession sets examples of excellence and keeps the professional person in touch with new ideas and developments in his field.

68. Grommon, Alfred H. "NCTE Counciletter: An Agenda for the National Council." 57(Nov. 1968): 1207–9.

Contains a list of the ten major issues adopted by the Executive Committee as areas of concern for the Council.

69. Grommon, Alfred H. "NCTE Presidential Address: One Year Later." 58(Mar. 1969): 345–59.

Discusses various issues in American education, including the problem of dropouts, or push-outs, the decentralization of public school systems, and the introduction of Negro literature into the curriculum. Concludes, in Secretary of Labor W. Willard Wirtz's words, that "what we are presented with here are insurmountable opportunities."

70. Grommon, Alfred H. "NCTE Coun-

ciletter: Which Ways in the '70s?" 59(May 1970): 692–96.

Describes seven major influences and developments that have shaped the teaching of English over the preceding ten years. Predicts the developments of the '70s, including the relaxation of requirements, flexibility and innovation in college and university departments of English, and increased interest in the writings of minority groups.

71. Hogan, Robert F. "As Others See Us: An Interview after the Fact with George C. Allen." 55(May 1966): 531–40.

Presents the reactions of Mr. Allen, Staff Inspector, United Kingdom Department of Education, to the teaching of English in America. Uses a question-and-answer format.

72. Jenkins, William A. "NCTE Counciletter: The State of English Teaching." 57(Mar. 1968): 425-28.

Presents an overview of the difficulties assailing teachers of English today, e.g., poor textbooks and a lack of model curricula. Analyzes modern needs in English teaching, e.g., concentration on the problems of inner-city schools and increased use of media other than the printed page.

73. Kitzhaber, Albert R. "NCTE Presidential Address." 54(Feb. 1965): 73–80.

Urges: (1) colleges to cooperate with the elementary and secondary schools, (2) continued cooperation between NCTE and MLA, (3) adoption of a new joint agency to be located in Washington, D.C., (4) NDEA institutes to promote a maximum of intellectual activity, (5) instructors to give more attention to linguistics and rhetoric, and (6) new standards to assess professional growth.

74. Kitzhaber, Albert R. "NCTE Counciletter: A Time of Change." 55(Oct. 1966): 911–14.

Reviews some of the changes in the teaching of English which have recently taken place and suggests their significance to modern teachers.

75. Marckwardt, Albert H. "NCTE Counciletter: Toward a Professional Perspective." 55(Mar. 1966): 355–56.

Urges English teachers to be aware of the history of their profession, predicting that they will thereby gain the sense of perspective that "puts the temporary present in its place."

76. Marckwardt, Albert H. "NCTE Presidential Address: Don't Ask; Inquire." 57(Feb. 1968): 159–65.

Questions the usefulness of professional specialists when teachers fail to pose relevant questions, especially those concerning the language learning process. Recommends that teachers inquire about their subject-matter fields.

77. Marckwardt, Albert H. "Teacher Preparation and the English Classroom: The English Teacher as Professional." 57(Apr. 1968): 480–83.

Analyzes and discusses five elements involved in the definition of a "profession."

78. Marckwardt, Albert H. "NCTE Counciletter: A Critical Stance." 58(May 1969): 749–50.

Discusses the turbulence of the present educational and professional scene. Suggests that social and educational issues of the day deserve thoughtful, calm consideration.

79. Maxwell, John C. "NCTE Counciletter: Militancy and the Teacher of English." 57(Dec. 1968): 1345–47.

Outlines the need for both individual members and the Council as a whole to be relevant. Provides a checklist of ten items by which members can evaluate the relevancy of their teaching.

80. Miller, James E., Jr. "NCTE Counciletter: To Preserve Humanness: Language and Literature in the '70s and Beyond." 59(Nov. 1970): 1154–56.

Presents the humanistic value of language and literature as the means whereby man creates and proclaims himself and explores and structures his world.

81. O'Donnell, Bernard. "NCTE/ERIC Summaries and Sources: Priority Projects for the Teaching of English: 1970." 59(Sept. 1970): 868–74.

Indicates critical needs in English and lists priority projects as determined by commissions of NCTE. Emphasizes the importance of early childhood education, the disadvantaged, and reading.

82. Rogers, Robert W. "Articulating High School and College Teaching of English." 54(May 1965): 370–74, 381.

Lists and discusses various attempts of elementary, secondary, and college English teachers to cooperate in their endeavor to improve the continuity in English instruction.

83. Webster, Mildred E. "NCTE Counciletter: With Pride and Alarm." 59(Dec. 1970): 1285–88.

Points with pride to the revolution in teaching materials and in approaches to teaching English, which has occurred in the 1960s, but warns of the dangers in over-reliance on machines.

E. The National Council of Teachers of English

84. Bennett, Robert A. "NCTE Counciletter." 59(Mar. 1970): 421–22.

Recognizes the size and diversity of the NCTE and urges members to make use of the channels of communication open to them.

85. Bush, Jarvis. "NCTE Counciletter." 53(Dec. 1964): 694–95.

Discusses the work in progress of fourteen committees of the NCTE, including a report on *The Motion Picture and the Teaching of English* and an annotated list of 550 recordings of value to teachers.

86. Carlsen, G. Robert. "NCTE Counciletter: A Handful of Reflections." 53(May 1964): 373–75.

Discusses five problems within the NCTE: a lack of response to the Research Foundation, indifference to committee responsibilities, scarcity of elementary and secondary teachers in major Council positions, indifference to educational history, and lack of proportional representation.

87. Clark, Roger G. "Report from NCTE/ERIC." 57(Mar. 1968): 429–30.

Describes the nature and function of NCTE's Educational Resources Information Center. Requests copies of documents relevant to the teaching of English for the NCTE/ERIC documentation program. Explains how to buy microfiche and hard copy reproductions of material in the ERIC file.

88. Corbin, Richard. "NCTE Counciletter: Some Notes on the Present State of the Profession." 54(Nov. 1965): 756–57.

Comments on some of the major projects of the Council, e.g., task force on the disadvantaged, committee on copyright law revision, and NDEA institutes.

89. Grommon, Alfred H. "NCTE Counciletter: Is the Present Structure of the NCTE Adequate for Today and Tomorrow?" 58(Apr. 1969): 595–601.

Describes the structure and function of the NCTE.

90. Jenkins, William A. "NCTE Counciletter: Addenda for the Agenda." 58(Nov. 1969): 1241–44.

Submits two problems for the consideration of members of the NCTE: the problem of *change*, calling for increased relevance in the English curriculum and involvement in current social issues; and the problem of *growth* in the membership of NCTE, with its inherent difficulties.

91. Jenkins, William A. "NCTE Presidential Address: Dreams and Realities." 59(Mar. 1970): 349–58.

Reveals the president's hopes for the future of the NCTE with regard to fulfilling the dreams of the Council's founders, social and cultural problems of the schools and the profession, relevancy, a new focus on reading, teacher education, and the publication of texts free of racism; criticizes censorship.

92. Jenkins, William A. "NCTE Counciletter." 59(Apr. 1970): 577–78.

Warns against an indiscreet overinvolvement of the NCTE in political matters not within the Council's legitimate sphere of activity.

93. Marckwardt, Albert H. "NCTE Counciletter: New Challenges." 56(Nov. 1967): 1199–1200.

Urges members to avoid compartmentalization and overspecialization and to seek instead an awareness of and pride in their discipline and a willingness to act on the basis of a commitment to the profession.

94. Marckwardt, Albert H. "NCTE Counciletter: The Council's Committee Structure." 57(Apr. 1968): 581–82.

Indicates problems presented by the Council's committee structure and offers three ways to improve matters.

95. O'Donnell, Bernard. "Report from NCTE/ERIC: The Months to Come." 57(Apr. 1968): 592–93.

Explains the purpose of ERIC (Educational Resources Information Center) and discusses its future projects.

96. O'Donnell, Bernard. "NCTE/ERIC Clearinghouse on the Teaching of English: A Report to the Profession." 58(Mar. 1969): 458–60, 468.

Describes eight of NCTE/ERIC's present products and functions, including document processing, the Newsletter, journal reports, and basic bibliographies in fifteen areas, and discusses four projects to be completed in the near future.

97. O'Donnell, Bernard. "Operation Evaluation." 59(Jan. 1970): 134–38.

Presents two evaluations of NCTE/ERIC's performance over its two-year history and describes the extensive growth of the Educational Resources Information Center.

98. Ross, Frank E. "NCTE Counciletter: What's Wrong with the Secondary Section?" 55(Dec. 1966): 1231–32.

Urges a program of awareness, reflection, debate, and action for members of the Secondary Section of the NCTE. Presents nine subjects for discussion.

99. Russell, David H. "Re-Renewing: The Future of the Council." 53(Feb. 1964): 67–72, 109.

Pays tribute to Robert Frost and John F. Kennedy. Looks to the future of the NCTE and enumerates the problems that it must face.

See also: 1029.

The Teaching of English: General

A. Research in the Teaching of English*

100. Applebee, Roger K. "National Study of High School English Programs: A Record of English Teaching Today." 55(Mar. 1966): 273–81.

Uses graphs and tables to demonstrate some of the findings of the National Study of High School English programs over the past two-and-a-half years on subjects such as use of class time, teaching methods, teacher preparation, and teaching conditions.

101. Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1965." 55(May 1966): 591–608.

Presents the results of studies in the teaching of literature and reading; in the teaching of punctuation, semantics, spelling, syntax, and written composition; and in the teaching of listening. Contains a bibliography.

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

102. Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secodary Education: 1966." 56(May 1967): 681–96.

Presents abstracts of several studies that have relevance for teaching and learning English in secondary school classrooms. Covers areas such as the English teacher and the English curriculum, literature, reading, English skills, composition, and general semantics. Contains a list of references.

103. Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1967." 57(May 1968): 710–24.

Presents a selective summary of studies in areas such as: surveys of research and trends, general English pedagogy, composition, reading, oral expression, and language. Contains a bibliography.

104. Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1968." 58(May 1969): 735–47.

Cites bibliographies and summaries of research related to general English pedagogy, composition, language, literature, oral expression, and reading. Concludes with a list of references.

105. Blount, Nathan S. "Summary of Investigations Relating to The English Language Arts in Secondary Education: 1969." 59(May 1970): 677–90.

This tenth annual selective review of research covers seven areas: bibliographies and summaries of research, general English pedagogy, composition, language, literature, reading, and the preparation of secondary school English teachers.

106. Brett, Sue M., ed. "Project English Notes." 53(Sept. 1964): 465–69.

Reviews studies on composition which found no significant correlation between knowledge of grammar and ability in composition, frequent writing practice and better writing, or intense evaluation and better writing. Summarizes findings of studies on reading which point out the abilities necessary for speed reading and which maintain that mentally retarded adolescents can improve their reading skills. Lists libraries that have access to these documnts.

107. Early, Margaret J., and Wallace W. Douglas. "The Lynch-Evans Study of High School English Textbooks: Two Reviews." 53(Apr. 1964): 298–305.

Early criticizes Evans's and Lynch's quantitative analysis, but agrees with their basic recommendations for improving textbooks and revising curriculums. Douglas criticizes most aspects of the report, contending that the report is more harmful than helpful.

108. Estrin, Herman A. "Articulation of High School and College English: A Program in Action." 55(Feb. 1966): 211–13.

Reports the findings of a survey of college professors of freshman English in New Jersey and makes suggestions for improving articulation techniques.

109. Gallo, Donald R. "I Do as I Do, Not as You Say—Using Literature Research in the Classroom." 59(Apr. 1970): 509–16.

Explains why teachers fail to read and use research in the teaching of English; discusses some major pieces of recent research; offers suggestions on how to get more teachers to use research findings in their classrooms.

110. Gunderson, Doris V. "U.S. Office of Education: Report on Cooperative Research Projects." 56(Apr. 1967): 617–21.

Reports on the results of three projects: phoneme-grapheme relationships as cues to spelling improvement, social dialects as barriers to the culturally deprived, and how grammatical rules are used to produce language sequences.

111. Gunderson, Doris V. "U.S. Office of Education: Report on Cooperative Research Projects" 57(May 1968): 739–42.

Examines five recently completed projects dealing with language acquisition and instruction of the disadvantaged and two projects currently under way on composition and learning from verbal discourse.

112. Gunderson, Doris V. "U.S. Office of Education: Report on Research Projects." 58(Apr. 1969): 611–13, 621.

Reports studies concerned with dialects, the disadvantaged student, and methods and materials to be used in teaching the disadvantaged.

113. O'Donnell, Bernard. "NCTE/ERIC and Project English." 57(Sept. 1968): 920–25.

Presents abstracts describing some of the materials produced by the Project English Curriculum Development Centers which are of special interest to secondary school English teachers.

114. Slack, Robert C. "A Report on Project English." 53(Dec. 1964): 681–86.

Summarizes efforts of the Project English Centers, their specific objectives, and the problems in evaluation. Notes the overall aim to design a developmental English program with materials and to improve the training of teachers for grades K–12.

115. Squire, James R. "National Study of High School English Programs: A School for All Seasons." 55(Mar. 1966): 282–90.

Offers suggestions, based on the National Study, in three major areas: the administration and supervision of the English program, the English faculty, and the nature of the English curriculum.

116. Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1962–1963." 53(Feb. 1964): 110–35.

Reviews the findings of research regarding the teaching of composition, grammar, spelling, vocabulary, reading, literature, speech, listening, viewing, critical thinking, mass media, the use of teacher aides, programmed instruction, teaching machines, grouping techniques, and team teaching. Concludes that only a few studies reviewed adhered to the basic steps of research. Contains a bibliography.

See also: 16, 33.

B. Materials

NOTE: For articles discussing the use of paperback books, *see* "LITERATURE: Paperbacks," items 911–916. *See also* "STUDY AND USE OF MEDIA," items 1071–1100.

117. Brocki, A. C. "New Literature for Inner-City Students." 58(Nov. 1969): 1151–61.

Discusses the author's experiences in writing and editing literature anthologies for disadvantaged, minority students in inner-city junior and senior high schools. Contains several examples of stories, plays, and poems that the students found acceptable.

118. Fuson, Ben W. "At Halfway Point: State Literary Maps." 59(Jan. 1970): 87–98.

Lists and describes the available state literary maps of about two dozen states. Provides ordering information.

119. Olsen, James. "Some Suggested Guidelines for Writing and Adapting Materials for the Disadvantaged." 55(Dec. 1966): 1207–9.

Provides fifteen guidelines for constructing or adapting material for disadvantaged students, seven guidelines for writing directions, and seven rules for constructing exercises.

120. Searles, John R. "More Sources of Free and Inexpensive Material." 53(Sept. 1964): 447–56.

Presents the tenth annual listing of free or inexpensive educational materials available to teachers for the asking. Gives sources for all items and prices where applicable.

NOTE: Every September issue of *English Journal* contains a revised and updated version of this list. The page numbers for each year: 1965, 552–59; 1966, 786–93; 1967, 874–83; 1968, 898–906, 910; 1969, 928–37; 1970, 846–53.

See also: 85, 140, 141, 142, 447, 448, 522, 946, 1014, 1015.

C. Methods

NOTE: For additional articles that discuss the

teacher as teacher, his role in the profession and in the classroom, and the attitudes with which he approaches the teaching of English, *see* "THE TEACHING PROFESSION: Teacher Roles and Attitudes," items 22–50.

121. Andrews, Joe W. "Coaching English." 55(Nov. 1966): 1076–80. 1097.

Applies a coaching analogy to teaching English and illustrates the concept by describing warm-up exercises (free writing), drill (in grammar and sentence building), relaxation (an attitude for grading), and exhibition (peer appreciation).

122. Bens, John H. "If It Isn't Boring, It Isn't Education." 58(Mar. 1969): 418–22.

Describes, in fictional form, a teacher's attempt to make his teaching relevant by asking his students to respond to a personal experience he had undergone.

123. Bishop, Marguerite. "Lecturing in High School: Resolutions for Another Year." 56(Oct. 1967): 1020–22.

Presents six ideas for improving classroom lectures.

124. Blount, Nathan S. "Fructify the Folding Doors: Team Teaching Re-examined." 53(Mar. 1964): 177–79, 195.

Stresses the advantages of team teaching and describes its applications in a hypothetical unit.

125. Carlsen, G. Robert. "*How* Do We Teach?" 54(May 1965): 364–69.

Notes three methods of teaching: (1) teacher telling; (2) teacher molding; (3) student inquiry and discovery. Gives examples of inquiry-discovery teaching in mathematics and science, and endorses the application of this method to English teaching.

126. Carr, Jacquelyn B. "Project Freedom." 53(Mar. 1964): 202–4.

Introduces a successful approach to teaching which gives the students the freedom and responsibility of planning their own course of study for a six-week period.

127. Clark, Roger G. "An NCTE/ERIC Report on Innovation in Teaching English." 58(Sept. 1969): 949–55.

Presents abstracts of thirteen ERIC documents which deal with innovations in English teaching.

128. Claus, Lois M. "The Role of Discovery in Teaching Literature." 53(Dec. 1964): 687–88.

Advocates teaching for self-discovery and describes a method that emphasizes basic principles rather than specific content. Includes an example of a test in which students discover meanings in new material by applying basic principles.

129. Conway, Frances G. "Dictation: The Last Few Minutes." 59(Oct. 1970): 983, 986.

Describes an assignment that fruitfully employs short "empty spaces" at the end of English class meetings in which the teacher plays the part of a customer calling a repair service and students write instructions for repairmen based on the telephone conversation.

130. Dale, Joanne. "Working with Groups in the English Classroom." 54(Jan. 1965): 39–41.

Outlines several small-group learning activities as a way of individualizing instruction and developing critical thinking and independence. Emphasizes the importance of exchanging ideas and of planning.

131. Diesman, Florence M. "Team Teaching Has Many Forms." 53(Nov. 1964): 617–23.

Describes the physical setting, organization, content, and advantages of several programs that practice team teaching in various forms, but share similar goals.

132. Farrell, Edmund J. "Listen, My Children, and You Shall Read . . ." 55(Jan. 1966): 39–45, 68.

Urges teachers to read aloud to their classes and presents several of the author's methods of stimulating student enthusiasm for spoken literature.

133. Gates, Judith. "Am I in Art or English?" 59(Oct. 1970): 988–89.

Describes the success of an assignment at the beginning of the school year for which students made collages in answer to questions about their identity, interests, and goals.

134. Giltinan, Betty. "The Rise and Demise of a Team." 54(May 1965): 429–32.

Lists the steps in implementing a team-teaching program and its advantages and disadvantages. Concludes that team teaching is worthwhile, but in need of modification. Contains a student evaluation of program.

135. Glennon, Michael L. "A Program for Better Planning." 56(Feb. 1967): 238–44.

Describes a method of lightening teachers' burdens of class preparation and intensifying student-teacher relationships by means of an English-tutorial program.

136. Greiner, Charles F. "Hook-up, Plug in, Connect: Relevancy Is All." 58(Jan. 1969): 23–29.

Urges narrowing the teacher-student gap by concentrating on matters relevant to students; for example, by asking students what they would like to know and then joining with them in discovering answers for their questions.

137. Guth, Hans P. "Subject Matter Determines Method." 54(Nov. 1965): 681–88.

Exposes the conflict between subject-matter-oriented and methods-oriented teachers; asserts that the method should be in accord with the subject matter. Examines appropriate methods for teaching grammar, usage, and literary history.

138. Herbert, Phil. "'. . . That's the Question!'" 56(Nov. 1967): 1195–96.

Analyzes student and teacher questioning and encourages teachers to substitute thought questions for leading questions.

139. Hernandez, Luis F. "Teaching English to the Culturally Disadvantaged Mexican-American Student." 57(Jan. 1968): 87–92, 121.

Describes the present unhappy condition of English education for Mexican-American students. Prescribes methods teachers may employ to improve the quality of their teaching and discusses areas of prime concern.

140. Hipple, Theodore W. "Twenty Five-Minute Teaching Topics." 55(Nov. 1966): 1094–97.

Offers a collection of "short, self-contained lessons for those uncomfortable few minutes that come occasionally at the end of a class."

141. Hipple, Theodore W. "Twenty More Five-Minute Teaching Topics." 56(Dec. 1967): 1298–1300, 1320.

Provides a list of exercises to fill up "the uncomfortable few minutes" which are sometimes left over at the end of a period.

142. Hook, J. N. "English Teachers in a World We Never Made." 58(Feb. 1969): 185–92.

Urges using literature and language materials and teaching methods that will make a difference in students' lives. Emphasizes the human and humane in English courses of study.

143. Kennedy, Richard H. "Before Using Programmed Instruction." 56(Sept. 1967): 871–73.

Describes the author's experience with programmed instruction and urges teachers to select their programs carefully, knowing what and how a program teaches before adopting it.

144. Kirshenbaum, Howard, and Sidney B. Simon. "Teaching English with a Focus on Values." 58(Oct. 1969): 1071–76, 1113.

Advocates the use of a "values sheet"—which contains a thought-provoking question or two and several directed questions—as a strategy for clarifying students' values. Examples given.

145. Klein, Thomas D. "Personal Growth

in the Classroom: Dartmouth, Dixon, and Humanistic Psychology." 59(Feb. 1970): 235–43.

Describes the benefits of using T-group techniques in English to provide the psychological classroom conditions that best allow both teacher and student to "share experience."

146. Litsey, David M. "Small-Group Training and the English Classroom." 58(Sept. 1969): 920–27.

Presents some basic training procedures to introduce students to the working of small groups (e.g., basic encounter groups, T-groups) and offers several suggestions for using small groups in teaching the novel, drama, or poetry. Contains several evaluative observation forms.

147. McCalib, Paul T. "Intensifying the Literary Experience Through Role Playing." 57(Jan. 1968): 41–46.

Offers a rationale for using role-playing techniques in the English classroom, as eliciting fruitful, accurate insights into the characters in a literary work. Contains a sample role-playing situation based on Faulkner's "Barn Burning."

148. MacDonald, R. K. "Understanding Means Predicting." 55(Nov. 1966): 1066–70.

Presents a program for teaching based on the theory that an ability to predict indicates *understanding*, and that memorization is consequently less important than a grasp of concepts and their relationship to each other.

149. Matcha, Julia, and Don Kenyon. "Trying Out for a Team?" 57(Mar. 1968): 416–19.

Praises team teaching for its flexibility and freedom to experiment, discusses how team teaching opens new horizons for teachers, and offers guidelines for the beginning team teacher.

150. Miller, Bernard S. "More Than a Little Is . . . Much Too Much." 58(May 1969): 659–63.

Criticizes most English programs as too narrow, too limited, too picayune, too interested in facts and *what* is taught rather than in *who* is taught. Encourages teachers to adopt meaningful approaches in which both teacher and students learn together and share ideas.

151. Moffett, James P. "Coming on Center." 59(Apr. 1970): 528–33.

Describes the difficulties that prevent the creative, innovative teacher from breaking away from the texts, tests, and other manifestations of the educational-industrial complex to develop truly student-centered methods.

152. Morgan, Mary C. "Something Practical." 56(Oct. 1967): 1001, 1004.

Describes role-playing procedures used in teaching practical rather than conventional skills to below-average ninth-grade students in a commercial course.

153. Nyquist, Jody L. "Grouping Other Than Ability." 57(Dec. 1968): 1340–44.

Suggests that team-teaching classes be divided into large, intermediate, and seminar, or small groups, depending on the nature of the material to be covered. Contains an outline of a team-teaching unit on Puritanism.

154. Shuman, R. Baird. "What Is Killing the Vestal Virgins?" 55(Sept. 1966): 720, 725–31, 734.

Urges teachers to change with the changing times. Points out a number of deficiencies in our present system of English instruction and indicates methods for improvement.

155. Smiley, Marjorie B. "Gateway English: Teaching English to Disadvantaged Students." 54(Apr. 1965): 265–74.

Describes the disadvantaged student. Prescribes specific developmental approaches to teaching English which emphasize listening, speaking, reading, and writing. Criticizes censure of nonstandard dialect, adaptations of literature, stereotyped characters, and the exclusion of poetry. Contends that the language and literature program can open the "gateway" to further education and greater opportunity.

156. Smith, Grace Beam. "Not *the* Method, but *a* Method." 54(May, 1965): 379–81.

Describes "Teaching English," a series of sixteen thirty-minute inservice training films developed by Powell Stewart in which he lectures directly to teachers about specific ways to improve English instruction.

157. Steinberg, Erwin R., Robert C. Slack, Beekman W. Cottrell, and Lois S. Josephs. "The Inductive Teaching of English." 55(Feb. 1966): 139–57.

Presents an argument for the use of "a guided sequence to maximize the possibility of early discovery" and emphasizes the learning process in creating an educational situation. Sample lesson plans for literature, language, and composition.

158. Stevens, Martin, and William R. Elkins. "Designs for Team Teaching in English." 53(Mar. 1964): 170–76.

Provides four organizational plans for team teaching in a conventional setting, designed to improve instruction and ability grouping. Chart.

159. Tanner, Bernard. "Teacher to Disc to Student." 53(May 1964): 362–63.

Recommends using dictating machines and small long-playing record discs to evaluate student papers and to make other assignments.

See also: 162, 447, 552, 566, 1069.

D. Grading and Testing

160. Amsden, Saralee. "Have You Ever Tried Contracting for Grades?" 59(Dec. 1970): 1279–82.

Discusses the success of two courses taught by a contract-for-grades system and presents six advantages of this system.

161. Barth, Carl A. "Kinds of Language Knowledge Required by College Entrance Examinations." 54(Dec. 1965): 824–29.

Examines various tests, (e.g., SAT, College Board Achievement Test, ACT), and concludes that a knowledge of the terminology of traditional grammar is not needed to succeed on the tests. Points out that a knowledge of usage and sensitivity to language are required and that they can be achieved in the new language programs.

162. Blondino, Lawrence. "The 'Class Answer' as a Teaching Device." 57(Oct. 1968): 1032–35.

Explains a method of providing students with a dittoed composite of a class's test answers as a way to make students more aware of the range of responses and potential for analysis.

163. Derrick, Clarence. "Tests of Writing." 53(Oct. 1964): 496–99.

Criticizes and examines national objective and essay writing tests which are prepared for group testing. Concludes that such tests should be renounced as tests of writing but could be used to test information about skills only related to writing. Encourages teachers to evaluate writing by having students do more writing.

164. Diederich, Paul B. "Cooperative Preparation and Rating of Essay Tests." 56(Apr. 1967): 573–89, 590.

Contends that responsibility for preparing and grading essay tests lies with the department or team rather than the individual teacher. Offers methods of implementing this suggestion and answers several objections to it.

165. Keelan, Jean. "Pandora's Box—the Essay Test." 53(Feb. 1964): 101–3.

Points out the value of essay tests, and shares the methods used to train the students in essay test writing.

166. Logan, Carolyn. "Myth and Method." 59(Apr. 1970): 548–50, 608.

Discusses reasons for the ineffectiveness of traditional methods of grading. Suggests that grading and evaluating student papers should be a positive act in which the student himself is involved.

167. McCoy, Dorothy. "An Individualized Testing Program That Works." 57(Jan. 1968): 101–4.

Describes a process by which students list their own weaknesses in usage, syntax, and rhetoric, and teachers make individual tests from these lists. Contains a sample list of weaknesses and a sample test.

168. McGuire, Vincent. "A Florida Fable." 58(Jan. 1969): 122–23.

Tells a fable of Roop Rotcurtsai's delight in preparing students for the Natiloportem Test and subsequent unhappiness when Roop is unable to protest the abolition of the test because he hasn't learned to write. A satire.

169. Schroth, Evelyn. "Some Usage Forms Die Hard—Thanks to College Entrance Exams." 56(Jan. 1967): 97–99.

States that the American College Test and similar tests are not keeping pace with the usage sanctions permitted by the new language approaches.

170. Sparks, Merla. "An Alternative to the Traditional Grading System." 56(Oct. 1967): 1032–34.

Describes successes encountered in classes of slow learners when traditional grades were replaced by comments on individual improvement, and personal letters of evaluation were substituted for the customary report cards.

171. Steensma, Robert C. "An Advanced Placement Student Explicates 'Fleas'." 57(Apr. 1968): 580.

Reveals an imaginary answer to an imaginary advanced placement examination by a student who has been "overtrained" in literary analysis by an overzealous teacher.

172. Zivley, Sherry. "A Cautious Approach to Student Grading." 56(Dec. 1967): 1321–22.

Describes two student-grading exercises: one asking students to answer eight specific questions as they analyze one another's papers, the other asking students to grade their own papers and make comments on them.

See also: 128, 759.

Curriculum

A. Theories and Aims*

173. Auciello, Joseph. "On Using Computers in English." 57(May 1968): 650–51.

Describes the computerized English classroom of the future and answers some objections to computerized education. Outlines the advantages of using a computer in a core curriculum.

174. Beaven, Mary H. "Delete English Courses from the Curriculum." 59(Sept. 1970): 800–802.

Suggests that the traditional English course be replaced: (1) by incorporating guided practice in reading skills, expository writing, and study techniques into social studies and science classes; (2) by establishing a full-time writing laboratory; and (3) by developing a creative arts course in which students express themselves via words, music, art forms, and dance movements. Gives examples of the kinds of activities envisioned for junior high students.

175. Brandt, Larry G. "The Spinners: An Articulation of the Curriculum." 58(Oct. 1969): 1064–70.

Describes a three-part program of study, including language, literature, and composition, which uses the metaphor of the three fates to illustrate the indivisibility of the English trivium.

176. Carlsen, G. Robert. "English Below the Salt: The Miscellaneous Crowds and People." 58(Mar. 1969): 363–67.

Analyzes the present state of English education for the average student. Suggests six possibilities for improving content and techniques in their courses: oral language, study of mass media, individualized reading, contemporary adolescent literature, dramatiza-

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

tion, and "the skills," as they are called.

177. DeBoer, John J. "Relations Between Speech and English." 53(Dec. 1964): 651–53, 686.

Identifies problems in overspecializing and departmentalizing of subject matter in secondary schools, and points out the common goals of the whole curriculum and the need for interdepartmental cooperation.

178. Franza, August. "Abolish English." 59(Sept. 1970): 798–99.

Proposes the abolition of English, stating that it is a dead subject, killed by the age of TV, of Aquarius, of romanticism and rebellion, of drugs and frenzied music.

179. Guth, Hans P. "The Monkey on the Bicycle: Behavioral Objectives and the Teaching of English." 59(Sept. 1970): 785–92.

Opposes the establishment of behavioral objectives, advancing the theory that the highest achievements of English education are in the realm of internal experience, with benefits for the student's imagination, understanding, and ability to use language.

180. Halloran, Kevin C. "On Defiling the Sanctity of English." 59(Apr. 1970): 566–68.

Notes that the teaching of English in the United States has little relevance to the reading habits or the language experiences of the American people. Urges that the high school English curriculum be more compartmentalized and teachers be more specialized to offer such courses as Magazines and Newspapers, TV and Radio, Semantics, and others in literary genres.

181. Henry, George H. "The Unit Method: The 'New' Logic Meets the 'Old'." 56(Mar. 1967): 401–6.

Notes a misunderstanding of the term "unit" and suggests a means of saving the unit method by applying the "new logic" to shift the unifying element of the unit from topic to concept.

182. McKowen, Clark. "The Generative Unit." 54(Nov. 1965): 734–37.

Argues against the conventional English unit and recommends replacing it with a student-centered open-ended unit. Describes how this generative unit can evolve through a never-ending process of questioning and synthesizing.

183. Maxwell, John C. "NCTE Councilletter: Readiness for New Curriculum Materials." 56(Dec. 1967): 1338–41.

Provides teachers with ten guidelines on how to become ready for new curriculum materials.

184. Nystrand, Martin, and Sue Zeiser. "Dewey, Dixon, and the Future of Creativity." 59(Nov. 1970): 1138–40.

Provides the English educator with a list of four behavioral objectives which are manifestations of students' growing creativity and hence of students' personal growth.

185. Ostrach, Herbert F. "'It's My Mind, and I'll Think What I Want'." 56(Mar. 1967): 443–46, 489.

Argues that English is obsolete because it is mandatory rather than optional, negative rather than affirmative, and book-centered rather than people-centered. Suggests the direction that reorganization should take.

186. Pollard, Barbara. "Teaching English, the English Way." 58(Apr. 1969): 586–90.

Discusses how British attitudes toward English and approaches to teaching it differ from American attitudes.

187. Purves, Alan C. "Of Behaviors, Objectives, and English." 59(Sept. 1970): 793–97.

Encourages the writing of behavioral objectives to evaluate existing curricula or to test proposed curricula, but warns against: (1) writing behavioral objectives to help create lesson plans and unit outlines, (2) writing objectives toward any end other than intellectual and emotional mastery of the mother tongue.

188. Shelby, Marian. "Toward a New English." 58(Apr. 1969): 1347–52.

Suggests improving the teaching of English

by first concentrating on teaching students how to read contemporary standard English, to write simple, persuasive exposition, and to speak with ease.

189. Smith, Eugene H., and Darwin T. Turner. *"Freedom and Discipline in English:* Two Reviews." 54(Nov. 1965): 750–53.

An endorsement of the recommendations of the Commission on English (of the College Entrance Examination Board) for unifying skills and subject matter by Smith, and an examination of the weaknesses of the report by Turner.

See also: 71, 80, 82, 108, 458, 949, 972.

B. Planning and Evaluating Curriculum

190. Allen, Geraldine. "What College Students Wish They'd Had in Senior English." 53(Nov. 1964): 607–9.

Surveys college students' recommendations for senior English classes: 1) more writing of book reports, research term papers, creative essays, and expository themes, 2) more vocabulary instruction, and 3) less grammar.

191. Andrews, Katherine. "Anatomy of a Junior High School Curriculum Committee." 55(Sept. 1966): 735–38, 57.

Describes the activities of a language arts curriculum committee and evaluates their accomplishments.

192. Bonney, Margaret Kemper. "The New English in Our School." 56(Apr. 1967): 585–90.

Discusses three aspects of the New English: a sequential overview of the language-centered curriculum in the author's schools, the application of linguistics to high school, and the merit of a language-centered curriculum as compared to a traditional one.

193. Carlsen, G. Robert, and James Crow. "Project English Curriculum Centers." 56(Oct. 1967): 986–93.

Gives overall impressions of the materials produced by the Curriculum Centers, noting contributions and shortcomings.

194. Davidson, Dorothy, chrm. "Trends in Curriculum Guides: A Report to the Profession from the NCTE Committee to Review Curriculum Guides." 57(Sept. 1968): 890–97.

Discusses the virtues and vices of modern curriculum guides; presents the committee's evaluation criteria and rating scale.

195. Fillion, Bryant. "Advice to the Curriculum Committee: Begin With the Three -cy's." 58(Nov. 1969): 1230–32.

Advises curriculum committees to begin with the three -cy's: literacy, oracy, and mediacy, in order to construct a relevant and sound curriculum. Notes the dangers inherent in three "typical" curriculum committee organizations.

196. Graham, Robert J. "The English Teacher: A Major Cause of School Dropouts." 54(Oct. 1965): 629–32.

Rather than overloading English teachers with unprofessional tasks, suggests that English teachers be provided time to initiate curriculum changes and thereby provide better instruction for the non-college-bound student.

197. Harvey, Robert C., and Robert V. Denby. "NCTE/ERIC Summaries and Sources: A Reference Shelf for Curriculum Planning. Part I: Perspectives." 59(Nov. 1970): 1177–85.

Introduces an annotated bibliography of twenty ERIC documents with an overview of trends in the profession, describes curriculum theories and designs resulting from them, and lists sources for a variety of curriculum guides.

198. Reeves, Ruth, and Dorothy Knappenberger. "Preparing a Curriculum Guide." 59(Apr. 1970): 520–23, 527.

Lists the steps to be taken in the construction of a creative curriculum guide. Contains a list of additional references on curriculum building.

199. Scribner, Duane C. "Learning Hier-

archies and Literary Sequence." 56(Mar. 1967): 385–93.

Suggests four works for those interested in curriculum planning and proposes a five-step process leading to the formulation of behavioral objectives for the study of literature.

200. Shafer, Robert. "Curriculum: New Perspectives." 56(Jan. 1967): 148–53, 160.

Reviews the courses of study for the tenth, eleventh, and twelfth grades which were developed by the Curriculum Center of Carnegie Institute. Finds them meticulously developed.

201. Shafer, Robert. "Curriculum: New Perspectives." 58(May 1969): 762–66.

Praises the *English Language Framework for California Public Schools* for stimulating suggestions on teaching language, literature, and composition and for its attempts to upgrade the teaching of English, but points out several limitations of the document.

See also: 54, 535, 950.

C. Elective and Nongraded Programs

202. Barone, Frank J. "The Answer Is 'A Performance Curriculum'." 56(Feb. 1967): 227–28, 234.

Urges English teachers to concentrate on their students' needs and talents rather than on the curriculum, by allowing students to choose courses geared to their own performance levels.

203. Berry, Rebecca. "We All Teach Senior English." 56(Oct. 1967): 994–96.

Describes an elective senior English program which included nine course offerings designed primarily for college-bound students. Presents a master schedule.

204. Carlson, James. "A Nongraded Elective Program For High School." 57(Nov. 1968): 1197–1202, 1206.

Describes and evaluates one English department's attempt to update and upgrade its English curriculum with a nongraded program of elective courses.

205. Commers, Mary C. "Operation English Freedom." 59(May 1970): 674–76.

Describes a program of English electives condensed to a three-week period. Contains course descriptions of the twenty-eight elective courses.

206. Crabbe, John K. "Those Infernal Electives." 59(Oct. 1970): 990–93, 1004.

Lists several dangers inherent in adopting an elective English program.

207. Culley, Kilburn, Jr. "Changing an English Program." 57(May 1968): 657–58.

Discusses an English program composed of short, separate courses in which each teacher works in his own specialty and classes are largely nongraded.

208. Ellison, Martha. "Let's Ungrade and Upgrade the English Curriculum." 56(Feb. 1967): 211–15, 288.

Analyzes the failure of current grouping practices to realistically deal with individual student needs and suggests that a nongraded program allows for flexibility of scheduling and greater specialization among teachers.

209. Ivey, Dorothy L. "The Nongraded English Program." 54(Feb. 1965): 115–17.

Discusses the problems involved in implementing a nongraded English program; points out the advantages of the program.

210. Jaekle, Ann M. "Safe for Diversity: Another Approach to the English Curriculum." 56(Feb. 1967): 222–26, 313.

Presents a program for teaching English based on a system of semielective courses lasting six weeks and describes the benefits of such a program.

211. Kirkton, Carole M. "NCTE/ERIC Summaries and Sources: A Reference Shelf for Curriculum Planning. Part II: Elective English." 59(Dec. 1970): 1306–12.

Discusses the benefits of phase elective English programs, presents abstracts of docu-

ments on elective English programs which are available through the ERIC system, and offers a selective, annotated bibliography of articles on the subject in recent educational periodicals.

212. Klang, Max. "To Vanquish the Deadliest Game: A New English Curriculum." 53(Oct. 1964): 504–10, 515.

Contends that the traditional English curriculum is cluttered with old and new units, and is often irrelevant and boring to students. Proposes an alternative curriculum of electives to stimulate interest and learning. Describes course requirements, and stresses the advantages of the program.

213. Risken, John. "The Changing Face of English—One School's New Program." 59(Apr. 1970): 524–27.

Describes a curriculum founded on a "basic skills" test. If a student passes the test each year he may either follow a no-more-English program or enter an elective program in which he may select individual courses or independent study. List of basic skills included.

214. Soffer, Rosanne S. "It's a Small World." 59(Mar. 1970): 416–20.

Discusses the introduction of a tailor-made phase elective English program as a way of meeting the needs of more students and the problems of a particular school.

215. Weise, Donald F. "Nongrading, Electing, and Phasing: Basics of Revolution for Relevance." 59(Jan. 1970): 122–30.

Describes the success of an English program (APEX) in which grouping of students by grade level is abandoned and students choose courses for themselves from a list rating each course by degree of difficulty (phasing). Includes a sample survey of student response to the program.

See also: 542, 546, 584, 737, 877.

D. Independent Study

216. Berg, David W. "Independent Study: Transfusion for Anemic English Programs." 59(Feb. 1970): 254–58.

Proposes a program of independent study in English for students in grades 7 through 12, describes possible approaches, and enumerates the benefits of such a program.

217. Denby, Robert V. "NCTE/ERIC Report: Independent Study Programs." 58(Dec. 1969): 1396–1405.

Contains bibliographic citations, resumés, and ordering information for documents pertinent to independent study programs in the English language arts which are available through the Educational Resources Information Center.

218. Felland, Norman. "English Independent Study—for High School." 58(Apr. 1969): 591–93, 601.

Explains procedures used in establishing an English Independent Studies Program for high school seniors who are mature and very interested in English.

219. Gordon, William M., Philip A. Whitesell, and Donald Joy. "ImPALLA—a New Approach to Secondary School Language Arts." 59(Apr. 1970): 534–39.

Proposes a comprehensive, four-level course of study in the language arts based on flexibility and individual need, the outcome of which is a self-generating learner.

220. Hedges, Carolyn. "Independent Study Projects: An Antidote to Senioritis." 57(Mar. 1968): 400–401.

Describes a number of senior independent study projects and evaluates them as "excellent learning experiences." Discusses some benefits for individual students.

221. Lehner, Andreas. "The Laissez-faire Curriculum in the Democratic School." 59(Sept. 1970): 803–10.

Describes the merits of an English curriculum in which all teaching-learning situations are independent, placing the responsibility for learning on the student, not the teacher. Discusses the success of a program in a junior high school where the students had independent access to a learning center, in which they participated in creating and operating their courses.

222. Marion, Marjorie A. "Independent Study: A First Attempt." 56(Feb. 1967): 235–37, 244.

Urges the adoption of independent study programs in high schools. Describes the author's program and five common student problems with independent study.

223. Myers, Franklin G. "A Plan for All Seasons: Independent Study in an English Electives Program." 59(Feb. 1970): 244–46, 251–53.

Describes the benefits derived from an independent study option within an electives program for all high school English students. Offers examples of individual students' success.

224. Wright, Dorothy. "Try a Quest." 59(Jan. 1970): 131–33, 143.

Describes a "Quest Program," a student designed, independent study and research program which allows students to concentrate their attention on areas of personal interest.

See also: 126, 479.

E. Special Programs: Slow Learners, Accelerated Students, Others

225. Anderson, Jean P. "Reading and Writing Can Be Fun for the Underachiever!" 59(Nov. 1970): 1119–21, 1127.

Describes an innovative high school language arts program in which students tutor culturally deprived elementary school students and write original stories for them.

226. Burke, Etta M. "Project for Slow Learners." 55(Sept. 1966): 784–85.

Describes a program for low-level twelfth-graders, "a study of the newspaper with emphasis on *how* to read the daily news intelligently." Notes five favorable results.

227. Clifford, Mary. "Kaleidoscopic Reflection Focuses on Struggling Learners." 57(Feb. 1968): 238–40.

Describes several projects to stimulate slow learners to an increased interest in English, including the use of the language arts periodical *Scope*, daily writing in journals, and the oral reading of selected novels.

228. Damon, Grace E. "Teaching the Slow Learner: Up the West Staircase, with Apologies to B.K." 55(Sept. 1966): 777–83.

Presents several examples of the author's experiences with slow learners and offers sample lesson plans. Concludes with six generalizations about teaching slow learners.

229. Dutton, Joseph F. "The Slow Learner —Give Him Something New." 53(Apr. 1964): 266–72.

Stresses the importance of motivating and providing slow learners with a meaningful, well-integrated English program conscious of their specific needs in order to prevent them from becoming dropouts.

230. Grose, Lois M. "The Able Student in a City School System." 55(Oct. 1966): 891–94, 908.

Describes a method utilized in the Pittsburgh Public School System (in cooperation with local colleges) to provide for academically talented students.

231. Koller, Ann Marie. "The American Secondary Student in the English University." 58(May 1969): 719–25.

Describes the success of programs that send American high school students to study at English universities. Identifies program objectives as: broad exposure to the cultural heritage of Europe, significant increase in students' knowledge in the humanities, and growth in student maturity.

232. Logan, Edgar. "The Diederich Plan Revisited." 53(Oct. 1964): 484–87.

Endorses and describes a plan that incorporates programmed textbooks, lay assistants for special reading classes and for theme correction, and individual composition conferences into a unified English program for college-bound students.

233. O'Brien, James C. "Summer Programs in the British Isles." 58(May 1969): 726–34.

Analyzes the strengths and weaknesses of study-abroad programs in England, Ireland, and Scotland for American students. Concludes that worthwhile programs are available but warns of poorly planned programs and irresponsible companies. Offers some criteria for selection.

234. Perutti, Louis. "Have Your Puerto Rican Pupils Help Themselves." 55(Dec. 1966): 1201–6.

Describes project LEARN, "a pupil-team learning project for classes of Puerto Rican students" which relies on the efforts of high achievers to bring their underachieving fellow students up to par.

235. Pike, Harry E. "Survival Kit for the Gifted Student." 54(Oct. 1965): 640–43.

Describes an experimental program designed to provide college-bound students with the necessary skills for college success. Course includes research seminars, individual study, field trips, and teacher-pupil conferences.

236. Ross, Frank E. "For the Disadvantaged Student—a Program That Swings." 54(Apr. 1965): 280–83.

Lists questions to challenge teachers and the curriculum. Describes a course designed for disadvantaged students which promotes success by centering on oral-aural activities, journal writing, paperbacks, and individual attention and evaluation. Characterizes the teacher in this program.

237. Schiff, Lillian. "An Academic Course for Non-College Students." 56(Nov. 1967): 1148–52.

Discusses several methods of teaching reading and writing skills to non-college-bound high school seniors. Contains some of the author's prescriptions for success in teaching these students.

238. Settle, Jane Anne. "English in Your Life: A Workable Course for Working Boys." 55(Jan. 1966): 73–77.

Describes an English course designed for the dropout which emphasizes student motivation and students' realization of the importance of a basic knowledge of English in their lives.

239. Shehan, Lawrence P. "Course Content for Slow Learners in Ninth Grade." 53(Mar. 1964): 196–201.

Offers specific suggestions for teaching spelling, reading, and writing to slow learners, with an outline of the subject matter for the year.

240. Steinbeck, Nancy. "Avoid Babysitting with Basics." 54(May 1965): 438.

Lists twelve suggestions for making a basic English course interesting and worthwhile.

241. Tincher, Ethel. "Helping Slow Learners Achieve Success." 54(Apr. 1965): 289–94.

Describes slow learners, pointing to their continual lack of success. Examines the problems of teacher-pupil communication and teacher-imposed curriculum. Suggests ways to insure success and improve instruction by selecting meaningful materials, and by utilizing student interest in the mass media.

See also: 468.

Composition

A. Theory*

242. Blau, Harold. "Written Composition and Oral Discourse." 57(Mar. 1968): 369–71.

Discusses the close relationship between oral and written discourse and concludes that classroom practices are conditioning students against nearly all organized expression of ideas.

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

243. Bramer, George R. "Truth and Harmony as Rhetorical Goals." 59(Sept. 1970): 826–33.

Presents truth and harmony as worthwhile rhetorical goals but advocates truth (the rhetoric of dissent) as the more worthy of the two. Discusses the travesty of these goals that occurs in sentimental rhetoric and the rhetoric of abuse.

244. Briggs, Thomas H. "The Mot Juste." 55(Nov. 1966): 1089–90.

Describes the process George Sterling may have followed in composing the following sentence: "Shyly the rabbit limps across the road."

245. Burack, Boris. "Composition: Why? What? How?" 54(Sept. 1965): 504–6.

Urges teachers to seek the answers concerning the philosophy, content, and method of teaching writing; suggests how the answers will influence students' writing.

246. Christensen, Francis. "The Problem of Defining a Mature Style." 57(Apr. 1968): 572–79.

Defines and explains mature style as one having relatively "high frequency of free modifiers" and "high frequency of structures of coordination within the T-unit."

247. Christina, Sister M. "Training for Research Writing." 53(Nov. 1964): 610–13, 623.

Suggests writing assignments to direct the growth of research skills and critical judgment in order to guide students from basic composition to research paper writing.

248. Coen, Frank. "The Poetry of Mohammed Shapiro." 55(Nov. 1966): 1049–50, 1070.

Presents "a term paper for graduate students sick of writing term papers." A satire.

249. Cummins, Paul F. "Composition as the Expression of Personality." 58(Jan. 1969): 92–95.

Advocates the use of composition as a vital weapon against the forces of depersonalization and dehumanization. Suggests the analysis of works by professional and student writers to determine how style reflects personality. Contains a sample theme assignment.

250. Frazier, Alexander. "The Teaching of Writing as Writing." 53(Sept. 1964): 435–38.

Gives five elements that need continual emphasis in compositions, and suggests how these objectives can be realized by more closely examining writing itself and by relating it more directly to the study of language and literature.

251. Gaston, Thomas E. "Teaching a Concept of Style for Literature and Composition." 59(Jan. 1970): 65–70, 98.

Describes the style of a great writer as having much in common with the style displayed by movie actors and prize fighters, in that all three use purposeful and patterned surprises. Analyzes writing style in terms of these elements.

252. Geller, Robert. "What to Write About: A Return to Humanity." 55(Apr. 1966): 457–60.

Makes a plea for a humane approach to teaching writing, for a concern about issues of importance to today's students, and for writing assignments based on this concern.

253. Gorrell, Robert. "Not by Nature: Approaches to Rhetoric." 55(Apr. 1966): 409–16, 449.

Describes three principles—addition, continuity, and selectivity—that provide practical approaches to teaching writing.

254. Green, James L. "Acrobats, Plowmen, and the Healthy Sentence." 58(Sept. 1969): 892–99.

Urges an "inductive study of sentence rhetoric" to teach students that writing is the conscious, even creative, process of making choices, and to show them how form works with and helps to communicate meaning.

255. Judy, Stephen. "Style and the Teach-

ing of Literature and Composition." 56(Feb. 1967): 281–85.

States that the approach to style used by grammar, composition, and literature texts is disunified and inconsistent. Offers three axioms about style "which can lead to fairly systematic classroom instruction."

256. Judy, Stephen. "The Search for Structure in the Teaching of Composition." 59(Feb. 1970): 213–18, 226.

Illustrates the theory that writing is learned rather than taught through a naturalistic approach to the teaching of writing which frees teachers from the role of critic and allows students to develop their own writing ability.

257. Kaufman, Wallace. "English Does Not Belong to the English Class." 56(Sept. 1967): 269–70.

Urges English teachers to break down the barriers between English and other subjects by introducing their students to writing normally outside the English curriculum and by linking composition to the students' other courses.

258. Larson, Richard L. "Teaching Rhetoric in the High School: Some Proposals." 55(Nov. 1966): 1058–65.

Urges high school composition teachers to adopt a rhetorical perspective and suggests that they require their students "to produce themes directed toward a designated audience, to serve a specific purpose, in response to the demands of a particular occasion." Illustrates how such a perspective will improve expository writing.

259. Larson, Richard L. "A Theory of the Curriculum in Composition: Goals and Writing Assignments." 59(Mar. 1970): 393–404, 448.

Recognizes five kinds of writing: addressed or rhetorical writing, semi-rhetorical writing, writing not addressed to a specific audience though concerned with questions or problems, personal response to an experience, and fictive or artistic writing. Urges teachers to become aware of specific writing goals as related to the kinds of writing assignments made.

260. Lockerbie, D. Bruce. "The Speaking Voice Approach Joins the Rhetoric Parade." 56(Mar. 1967): 411–16.

Urges teachers to adopt the rhetorical approach to teaching writing. Discusses persona, audience, subject matter, tone, and attitude as determining factors in every composition.

261. Lockerbie, D. Bruce. "The Conscious Rhetorician." 58(Oct. 1969): 1053–56.

Suggests that the task of teachers of writing is to make students able to decide among several choices, choosing the most effective rhetoric at their command—to teach students "to weigh their words carefully for the effect upon readers."

262. Love, Glen A., and Michael Payne. "The Research Paper: Does It Belong in High School?" 56(May 1967): 739–41.

Argues for retention of the research paper in high school English on the grounds that it is an irreplaceable means of stretching students' minds. Answers several objections.

263. Lowe, Lee Frank. "Writers on Learning to Write." 53(Oct. 1964): 488–95.

Relates the responses of a group of writers to a questionnaire regarding the importance of teaching grammar and literature. Draws implications from this survey for English teaching: (1) grammar lessons are of questionable value; (2) the teacher has an important role; (3) reading good literature encourages writing.

264. Lueders, Edward. "Teaching Writing Today—Composition or Decomposition?" 56(Jan. 1967): 103–8.

Discusses the growing importance of the role of written composition in a society that is democratic, economically affluent, technologically advanced and in the midst of a cultural explosion.

265. MacLeish, Andrew. "Some Structures for Written English." 58(Sept. 1969): 877–85, 891.

Analyzes eight structures, comparing their written and spoken forms to show that there may be a large class of syntactic constructions that rarely, if ever, occur in speech. Suggests ways to teach these constructions.

266. Meade, Richard A., and W. Geiger Ellis. "Paragraph Development in the Modern Age of Rhetoric." 59(Feb. 1970): 219–26.

Questions the necessity for direct instruction in methods of paragraph development. The authors' survey indicates that writers generally use only three methods of paragraph development.

267. Miller, Bruce E. "On Composition as Art." 57(Oct. 1968): 1017–19.

Advocates teachers' spending more time with students who have writing ability rather than with students who do not.

268. Murray, Donald M. "The Explorers of Inner Space." 58(Sept. 1969): 908–11.

Presents and illustrates the theory that the act of putting words on paper is not the recording of a discovery but the very act of exploration itself.

269. Pitt, Jack. "A Caveat for Deductive Reasoning." 56(Mar. 1967): 407–10.

Urges teachers to adapt deductive logic to the teaching of composition and decries textbook misrepresentations of the deduction process.

270. Ponemon, Abraham. "For Tomorrow, Write an Analysis." 54(Oct. 1965): 646–47.

Urges teachers to prepare assignments themselves before forcing them on students. Includes an analysis of "Pity Me Not" by Edna St. Vincent Millay.

271. Simonson, Solomon S. "The Teaching of Composition." 55(Apr. 1966): 472–75, 495.

Hypothesizes seven fundamental approaches to teaching composition: form, thematic, grammatical, processes, creative, rhetorical, and psychological. Demonstrates, by a survey of New York high schools and colleges, that actual emphases are different from ideal priorities, e.g., on form instead of psychology.

272. Simonson, Solomon S. "Is Composition Obsolete?" 56(Jan. 1967): 100–102, 108.

Answers the question posed by the title in the affirmative. States that speech composition is more necessary than written in today's society and that, if continued, written composition should concentrate upon teaching techniques of persuasion and propaganda rather han on form and usage.

273. Smith, Louise. "Composition Teachers: Pick Up Your Pens and Write." 54(Dec. 1965): 869–71.

Expresses the author's conviction that those who teach writing must first write themselves in order to understand the nature of the writing process.

274. Stern, Arthur A. "How to Write Less Efficiently." 56(Jan. 1967): 114–17.

States that teachers should be more concerned about effective writing, that repetition of key words, for example, is an effective means of unifying an essay in spite of its apparent inefficient redundancy.

275. Stewart, Stanley. "Composition: Teaching as Obstacle." 57(Jan. 1968): 85–86, 95.

Urges a return to visual perception as the proper point of departure in teaching composition and decries the current concentration on critical, moral, and social abstractions.

276. Tanner, Bernard R. "The Writer's Paradox." 57(Sept. 1968): 857–65.

Analyzes the process a person goes through when writing anything and concludes that "he doesn't know what he is going to say until he finally manages to say it." Provides teachers with suggestions on how to respond to this situation in teaching writing.

277. Taylor, Thomas E. "Let's Get Rid of Research Papers." 54(Feb. 1965): 126–27.

Criticizes teachers for emphasizing the techniques of writing research papers and

recommends instead the creative potential of personal essays.

278. Ulanov, Barry. "The Relevance of Rhetoric." 55(Apr. 1966): 403–8.

Urges the teaching of rhetoric in all of its five classical divisions—memory, delivery, invention, arrangement, and style—in order to establish critical perspective in students' reading and writing. Emphasizes invention, arrangement, and, especially, style, as rhetorical devices that engage the writer individually in his task.

See also: 294, 314, 411, 414, 431, 519.

B. Approaches and Methods

279. Almer, Alvin T. "Teaching Composition: A Few Hints." 57(Feb. 1968): 213–14, 257.

Suggests the following in teaching composition: select topics or subjects with which the students have had experience, evolve a sequential program in composition, and require that the first draft of each composition be written in class.

280. Anderson, Viola. "The Teacher's Role in the Making of a Fiction Writer." 56(Apr. 1967): 607–9.

Discusses the author's method of teaching writing by having students determine the devices that produced certain effects in others' work and adapting these devices to their own writing.

281. Benton, Helen. "Safe Is Not Always Best." 56(Apr. 1967): 562–63.

Suggests that discussing a book with controversial overtones can be a satisfying way to teach writing technique; examines the author's success with *The Devil's Advocate* by Morris L. West.

282. Brokowski, William W. "A Composition Strategy That Worked." 59(Oct. 1970): 984–86.

Describes a successful composition assignment involving an exchange of letters between students on the East and West coasts.

283. Buchan, Vivian. "Priming the Pump and Controlling the Flow." 56(Jan. 1967): 109–13.

Suggests having students start themes by expressing an opinion and then explaining *why* they hold it. Presents two samples of this "why-and-because" approach to writing.

284. Chalpin, Lila. "On Ending with a Bang Not a Whimper." 53(Jan. 1964): 46–48.

Gives six suggestions designed to help students write better closing paragraphs; includes examples.

285. Doherty, Matthew F. "The Missing Link: Rewriting." 54(Dec. 1965): 848–50.

Urges that teachers emphasize rewriting as the basis of all good writing and discusses ways of doing it, pointing out several inherent difficulties.

286. Draper, Arthur G. "Teach the Process of Writing." 58(Feb. 1969): 245–48.

Suggests teaching writing as a complex process of drawing ideas and feelings together around a controlling mood or tone.

287. Farrell, Edmund J. "The Beginning Begets: Making Composition Assignments." 58(Mar. 1969): 428–31.

Contains a list of seven things to avoid when making composition assignments, with illustrations of each. Also contains a list, with examples, of four types of worthwhile assignments that encourage student role-playing.

288. Fichtenau, Robert L. "Some Rhetorical Considerations for Teaching the Young Writer." 54(Nov. 1965): 720–23, 737.

Offers an approach to teaching writing which divides certain aspects of rhetoric into a sequence of small segments. Presents the steps in the cycle, leading to improved composition writing.

289. Fletcher, Paul F. "What Doesn't Happen in Writing and Why It Doesn't." 53(Jan. 1964): 27–30.

Criticizes teachers for: (1) not recognizing the subject or tone, (2) stereotyped ques-

tioning, (3) assigning topic sentences, and (4) stifling creativity. Suggests a variety of theme exercises for grades 7–12.

290. Furman, Anastasia. "Dictation: 1968." 57(Nov. 1968): 1166–67, 1186.

Presents the advantages of using dictation as an exercise in the English classroom and illustrates ways of employing it.

291. Geyer, Donna. "Teaching Composition to the Disadvantaged." 58(Sept. 1969): 900–907.

Discusses a way of teaching children who can't write by concentrating on the importance of *what* is said, instead of *how* it is said. Contains a sample composition.

292. Hamalian, Leo. "The Visible Voice: An Approach to Writing." 59(Feb. 1970): 227–30.

Describes an approach that enables the student to determine his own unique voice and employ it to communicate his personal experience.

293. Higbee, R. W. "A Speaking Approach to Composition." 53(Jan. 1964): 50–51.

Describes a method requiring the student to relate his ideas for his next theme to the class before writing it, in order to profit from the critical reaction of his listeners.

294. Hook, J. N. "Logic, Grammar, Rhetoric: A Presumptuous Essay on Their Relationships." 55(Apr. 1966): 417–24.

Demonstrates the relationship between logic, grammar, and rhetoric by analyzing one child's developing use of the three. Contains five applications to the teaching of writing.

295. James, Gomer. "You-Are-There-ism." 55(Jan. 1966): 83–85, 100.

Describes a technique for motivating students to write well by forcing them to abandon the "student" role and adopt the point of view of a particular person who "was there" at a given time and place.

296. Judy, Stephen. "On Clock Watching and Composing." 57(Mar. 1968): 360–66.

Uses two student papers to illustrate the theory that allowing students more time and guiding them through the stages of gathering and shaping material will result in better compositions.

297. Kaplan, Milton A. "Compositions: Assigned or Developed?" 58(Nov. 1969): 1194–98.

States that one reason for the poor compositions that are turned in daily is that teachers assign compositions instead of teaching them. Urges a procedure in which compositions are developed in a series of lessons over a period of time.

298. Lambert, Dorothy. "Keeping a Journal." 56(Feb. 1967): 286–88.

Presents the characteristics of a good journal by describing fourteen ways of seeing or thinking of a journal.

299. Lindsay, Marilyn L. "Slow Learners: Stop, Look, and Listen Before You Write." 57(Sept. 1968): 866–69.

Explains a process for teaching slow learners based on the theory that direct observation of concrete details supplies students with something to write about. Lists the behavioral objectives of this method of instruction.

300. McCampbell, James F. "Using Models for Improving Composition." 55(Sept. 1966): 772–76.

Advocates the use of models of conventional organizational patterns to help students relate their ideas. Presents several illustrations of the models approach.

301. McGuire, Eileen J. "Sentence Building and Transformational Grammar." 56(May 1967): 747–50.

Describes a plan for a developmental program in sentence writing for ninth grade students. Contains six specific suggestions for teachers adopting the plan.

302. Moulton, J. Paul. "A Mathematician Rushes In." 56(Dec. 1967): 1301–4.

Offers several suggestions for improving the quality of writing instruction by concen-

trating on the substance of a student's writing instead of belaboring technicalities.

303. Murphy, Richard. "Teaching Rhetorical Appreciation of Literature." 55(May 1966): 578–82.

Traces the history of the study of rhetoric and urges that rhetoric be approached today as the study of "affective and effective language" in relation to readers as well as hearers.

304. Nelson, Lawrence E. "In the Beginning." 55(Mar. 1966): 342–45.

Presents ten models, each illustrating a different method of introducing a theme, to help students improve their introductions.

305. Newsome, Verna L. "Expansions and Transformations to Improve Sentences." 53(May 1964): 327–35.

Presents procedures in transformational or structural grammar that contribute to the development of style in composition. Gives expansion and transformation exercises.

306. Norton, James H. "Teaching Expository Writing Using Skill Levels." 56(Oct. 1967): 1015–19, 1024.

Recommends using skill levels, which enable the student to progress at his own pace, instead of letter grades. Identifies levels and provides samples of writing.

307. O'Dea, Paul. "Five Myths in the Teaching of Composition." 54(Apr. 1965): 328–30.

Criticizes teaching composition: (1) by reading great literature, (2) by analyzing professionally written essays, (3) by analyzing grammar, (4) by reconstructing other people's sentences, or (5) by taking into account teacher criticisms. Offers alternative approaches.

308. Rank, Hugh. "Audience-directed Writing: Magazines and *Personae*." 59(Mar. 1970): 405–8.

Discusses how magazines can be used as a key to teaching audience-directed writing. Turns student papers into "articles" aimed at the audience of specific magazines.

309. Redd, Virginia P. "Teaching Writing in the Junior High School." 59(Apr. 1970): 540–47.

Elaborates on eight basic statements that contain principles crucial in motivating junior high school writers.

310. Reinfeld, George. "Make a Town Makes Better Themes." 54(Mar. 1965): 214–16.

Discusses how students' motivation and interest in writing can be stimulated if their assignment is to "invent a town."

311. Rideout, Ray. "Building a Background for High School Composition." 58(Feb. 1969): 242–44.

Identifies and suggests ways in which specific books, films, and musical selections can be used as a basis for theme assignments.

312. Rogers, C. D. "The Sedulous but Successful Ape." 56(Dec. 1967): 1309–11.

Encourages the study and imitation of prose models and offers several sample assignments.

313. Rogers, Joseph A. "Analog Rhetoric." 55(Apr. 1966): 453–56, 460.

Describes a method of developing writing skills among poor students by means of an analogy between rocket technology and composition. Offers ten principles of good composition based on this analogy.

314. Royster, Salibelle. "A Backward Glance at High School Composition." 56(Nov. 1967): 1187–88.

From the author's experience in teaching college freshman composition, presents nine suggestions for improving secondary school composition courses for the college-bound.

315. Rozsnafszky, Jane. "Teaching Unity in Composition: Another Approach to the Book Report." 55(Nov. 1966): 1073–75.

Suggests a method of teaching the importance of a controlling generalization to an essay by having students write book analyses based on assigned topic sentences.

316. Stern, Adele H. "Using Films in

Teaching English Composition." 57(May 1968): 646–49.

Recommends the use of film as a powerful motivational device and a means of teaching such elements of written composition as comparison and contrast, speaking voice, tone, and style. Contains a list of suggested films, with comments.

317. Strout, Beverly. "Writing Workshop: What Is It?" 59(Nov. 1970): 1128–30.

Describes one writing workshop for tenth grade students and suggests techniques to improve the teaching of such workshops.

318. Sweet, John. "Some Notes for Student Writers." 56(Feb. 1967): 257–61.

Offers a list of dos and don'ts for good writing, e.g., make yourself see, use particular details, and avoid apologies.

319. Thorpe, Janet M. "Needles in a Haystack." 57(Jan. 1968): 113–15.

Presents a number of ideas for composition topics that stimulate students, e.g., "I wish my parents would/wouldn't . . .," "I'd like to spend a day . . . ."

320. Wagner, Linda Welshimer. "Practice Without Pain: The In-Class Journal." 57(Feb. 1968): 221–22.

Suggests motivating students to practice writing six or seven times per week for an in-class journal by responding to short excerpts read from newspapers, magazines, books, or students' own writing.

321. Walker, Clifford J. "The Opposite of a Tree: Motivation for Composition." 55(Apr. 1966): 450–52.

Stresses the importance of motivating students to write and offers several thought-provoking theme topics.

322. Watson, Bruce. "The Master-Apprentice Approach to Teaching Writing." 53(Jan. 1964): 41–44.

Urges an approach to teaching writing that is individualized with varying assignments, stressing each student's progress.

323. Zivley, Sherry. "Sugar-coated Tone and Point of View—to Be Taken Inductively." 53(Sept. 1964): 439–41.

Discusses the difficulty in teaching definitions of tone and point of view. Relates several assignments that followed the teacher's examples and finally led to the students' understanding and use of tone and point of view in writing.

See also: 129, 258, 271, 328, 335, 343, 346, 347, 356, 357, 417, 428, 907, 925, 1075.

C. Units, Assignments, and Courses

324. Andrews, Katherine A. "New Concepts in Composition." 58(Jan. 1969): 96–101.

Praises Northwestern University Curriculum Center's *Some Lessons in the Basic Processes of Composition* for use of literary models, emphasis on the writing process, and looseness of organization. Offers a unit by the author, freely adapted from the Northwestern lessons.

325. Bamberger, Richard E. "*Patterns* by Students." 56(Mar. 1967): 422–23, 434.

Discusses a textbook made up entirely of student compositions, to be used as models for writing, and entitled *Patterns*. Notes that student and public response was enthusiastic.

326. Benton, Marjorie F. "A Reasonable Assignment: One Sentence." 54(Nov. 1965): 716–19.

Advocates a curriculum founded on the goals of communication. Describes assignments designed to individualize instruction, requiring students to write one sentence daily.

327. Blake, Robert F. "Composition Number One, or the Same Old September Song." 57(Sept. 1968): 843–45.

Describes the author's success with a writing assignment centering around fall television show premieres.

328. Bouise, Oscar A. "Generating a Composition." 56(Oct. 1967): 1011–14.

Explains step-by-step developmental pro-

cedures used in showing ninth-graders how a composition is generated.

329. Carr, Jacquelyn B. "Senior English—Business Emphasis." 53(Nov. 1964): 614–16.

Describes the content of a business-oriented composition course taught by team teachers. Summarizes the students' evaluation of the course.

330. Cook, Philip H. "Putting Grammar to Work: The Generative Grammar in the Generative Rhetoric." 57(Nov. 1968): 1168–75.

Outlines a structured composition course that demonstrates how generative-transformational grammar may be used in the teaching of writing.

331. Engelsman, Alan D. "A Writing Program That Teaches Writing." 56(Mar. 1967): 417–21, 442.

Offers three writing assignments as examples of the author's philosophy that composition programs are established to teach writing skills, not literary analysis.

332. Fenner, James L. "Can 'Average' Students Be Taught to Write?" 56(May 1967): 725–35, 738.

Offers lesson plans that show pupils "what to write and how to write it, where to find ideas and how to look for them, how to summon, recognize, and sort them."

333. Grady, Michael. "Structured Structuralism: Composition and Modern Linguistics." 54(Oct. 1965): 633–39.

Describes a composition course based on structural analysis of English syntax. Presents the patterns adapted from Roberts's *English Sentences* and the steps in the program. Claims that student writing improved.

334. Hach, Clarence W. "Needed: Sequences in Composition." 57(Jan. 1968): 69–78.

Describes the need for sequential programs covering kindergarten through grade twelve, and methods of individualizing such a program when established. Contains an outline of sequences for lower-average, and better-average, and honors high school students.

335. Ireland, Virginia. "Give Junior a Frostie." 54(Apr. 1965): 317–22.

A developmental plan to foster students' sense of structure, enabling them to write organized themes. Examples of experiences with classification, series, sequence, and analysis. Diagrams.

336. Johnson, Sandy. "Sight, Sound, and the Research Paper." 58(Oct. 1969): 1061–63, 1070.

Describes a research assignment that asks students to write on an American artist, architect, musician, or composer through whom students can learn about a movement, trend, or style. Contains a sample audio-visual test.

337. Kabatznick, Joel. "'In the Beginning'." 59(Oct. 1970): 956–59.

Offers three writing assignments dealing with students' reactions to their return to the classroom at the beginning of a new school year.

338. Klein, Anna Lou. "Expository Writing for Amateurs." 53(Jan. 1964): 16–22.

Describes six lessons in an expository writing course which can be coordinated with a literature course: (1) explaining via illustration, (2) describing by use of detail, (3) choosing important details, (4) making a point by comparison or contrast, (5) convincing by logical argument, and (6) developing an idea by creative imagination.

339. Larson, Richard L. "Teaching the Analysis of Expository Prose." 57(Nov. 1968): 1156–62.

Contends that the neglect of expository prose in high school is a serious error which impairs students' ability to benefit from college. Contains twenty-six questions to be used by students to evaluate expository prose, and thirteen writing assignments on this type.

340. Lederer, Richard H. "Shaping the Dystopian Nightmare." 56(Nov. 1967): 1132–35.

Presents an assignment in which students are asked to write, describing a "dystopia," the opposite of a utopia. Defends "dystopia" as a word needing lexigraphical recognition in a conclusion, "Naming New Maps of Hell."

341. Lindskoog, Katherine. "'What I Did Last Summer'—a Heretical View of Theme Topics." 56(Apr. 1967): 610–11.

Defends "What I Did Last Summer" as a theme topic because of its autobiographical nature—autobiography being "an inexhaustible source of varied material best suited to training young writers."

342. McCrimmon, James M. "A Cumulative Sequence in Composition." 55(Apr. 1966): 425–34.

Emphasizes the importance of sequence in teaching rhetorical structure. Illustrates a sequence for grades 7–9 based on a progression from specification to comparison to classification. Contains sample assignments.

343. Macrorie, Ken. "To Be Read." 57(May 1968): 686–92.

Describes a thirty-point program that encourages all students, grade school through graduate school, to write honestly and originally about matters of concern to them. Advocates leaving all papers ungraded until the end of the semester.

344. Madden, Edgar. "Evolution of a Writing Program." 53(Jan. 1964): 34–39.

Presents a guide for teaching writing, and sample writing assignments for grades 8–12.

345. Neman, Beth S. "A Handbook for the Teaching of the Research Paper." 56(Feb. 1967): 262–68.

Suggests a week-by-week program for presenting and teaching the methodology of the research paper in high school.

346. Ney, James W. "Applied Linguistics in the Seventh Grade." 55(Oct. 1966): 895–97, 902.

Describes a pilot project that applied recent audio-lingual techniques, developed in the teaching of foreign languages, to the teaching of writing.

347. Nichols, Duane C. "The Five-Paragraph Essay: An Attempt to Articulate." 55(Oct. 1966): 903–8.

Describes a plan for teaching a five-paragraph essay "that can be expanded or contracted and applied to almost any kind of exposition or argumentation." Discusses ways to teach the introduction, body, and conclusion.

348. Nicholson, Margaret A. "On the Track of the Jabberwock." 54(Jan. 1965): 45–47.

Shares a composition assignment based on Lewis Carroll's poem. Presents excerpts from students' papers, including a complete composition, "The Mimsy Dane."

349. Plotka, Marie, and Arnold Lazarus. "Teaching Interpretive Expository Writing." 57(Jan. 1968): 59–64.

Offers a lesson on Anne Frank's *The Diary of a Young Girl* which integrates the pupil's experiences in reading, writing, and reasoning. Contains specific objectives, instructional materials, teacher's references, procedures and activities, and a handout.

350. Reeves, Bruce. "The Object Lesson." 55(Mar. 1966): 328–30, 334.

Describes a writing exercise consisting of a student's one-page description of an unfamiliar object and second student's drawing of this object from the written description.

351. Schiff, Lillian. "Showing the Average Student How to Write–Again." 56(Jan. 1967): 118–20.

Presents a writing lesson the author taught which involved a great deal of preparation and reteaching of material.

352. Schroeder, Fred E. H. "How to Teach a Research Theme in Four Not-So-Easy Lessons." 55(Oct. 1966): 889–902.

Presents a four-year accumulative grade-by-grade course of study on both the technical and intellectual aspects of writing a research paper.

353. Schroeder, Fred E. H. "How Not to Assign 'What-Did-You-Do-Last-Summer': A Cumulative Course in Writing Personal Narratives." 57(Jan. 1968): 79–84.

Presents a cumulative course of study for junior and senior high school, providing students with the skills and techniques that are necessary in writing effective personal narratives.

354. Sheeley, Stuart L. "Tape Recorders and Writing: Innovation in Indianapolis." 57(May 1968): 637–40.

Describes a program in Indianapolis schools based on the premise that a person must "write with his ear, hear what he is writing." Explains the oral-aural-visual project's use of student and class tape recorders, transparency-making machines, and overhead projectors as an approach to the teaching of composition.

355. Smith, Eugene H. "English Composition in the Advanced Placement Program." 54(Sept. 1965): 495–501.

Relates the development of the Advanced Placement Program, and reports on the AP candidates' performance on essay examinations. Advocates and describes "depth teaching" as presented in *English Language Arts for the Superior Student;* includes sample writing assignments. Lists recommendations to guide planning for AP English courses.

356. Tovatt, Anthony. "Oral-Aural-Visual Stimuli for Teaching Composition." 54(Mar. 1965): 191–95.

Discusses the techniques and methods of a pilot study which used the oral-aural-visual approach to help students increase their awareness of their writing and speaking problems.

357. Van Dyck, Howard A. "Teach Revision–It Works!" 56(May 1967): 736–38.

Details a five-step revision program that offers a tightly knit, structured, systematized method that is applicable to the teaching of composition.

See also: 181, 182, 282, 289, 312, 406.

D. Creative Writing

358. Coffin, LaVerne W. "Writing Song Lyrics." 59(Oct. 1970): 954–55.

Describes a unit in which students learn the techniques of poetry by writing song lyrics.

359. Conroy, Alice B. "Mood Music Musings." 55(Mar. 1966): 340–41, 45.

Describes a writing assignment that arose from student comments: to develop assigned topics to the accompaniment of appropriate music.

360. Decker, Howard F. "Poetry-Writing: A 'Killing' Assignment." 57(Sept. 1968): 849–51.

Describes a poetry-writing exercise which followed a reading of Edgar Lee Masters's *Spoon River Anthology* wherein students were asked to write their own epitaphs after having been assigned various deaths.

361. Dell, William C. "Creative Writing in the English Classroom." 53(Oct. 1964): 500–503.

Maintains that a relaxed classroom atmosphere, constructive criticisms, and writing exercises are necessary for developing writing skills and fostering creativity. Lists and describes eighteen devices students can use to stimulate creativity and good writing.

362. Denby, Robert V. "ERIC Abstracts and ERIC Indexes: Shortcuts to Creative Writing Documents." 58(Jan. 1969): 139–44.

Announces the materials dealing with creative writing at the secondary level that have been processed by ERIC and are available from the ERIC Document Reproduction Service. Suggests how an understanding of the ERIC method of abstracting and indexing can facilitate access to and comprehension of the documents.

363. Dixon, John. "Creative Expression in Great Britian." 57(Sept. 1968): 795–802.

Discusses the need to teach creative expression, four conditions that facilitate creative expression, and the success of creative ex-

pression in Great Britain over the last decade. Offers several student compositions as illustrations.

364. Dunning, Donald J. "A Derivative Approach to Creative Writing." 54(Dec. 1965): 845–47.

Discusses the obstacles to creative writing in high school and proposes an approach in which students write stories by transposing artistic material from such sources as myths, parables, lyric and narrative poetry, epigrams, and visual art.

365. Eichenberg, Mary Ann. "Bringing a Class to Its Senses." 54(Sept. 1965): 515–18.

Maintains that careful training of the five senses fosters improved descriptive writing. Relates activities for training the senses, with corresponding writing assignments.

366. Feeney, Joseph J. "Teaching Students to Write Poetry." 54(May 1965): 395–98.

Recommends teaching students to communicate their experiences through poetry, contending that writing poetry develops an appreciation for reading poetry. Describes the teaching steps.

367. Hiatt, Mary. "Teaching the Writing of a Short Story." 54(Dec. 1965): 810–18.

Decries a fragmented, synthetic approach to short-story writing. Describes three approaches, their problems, and results; endorses the approach that teaches students techniques in constructing stories and that requires autobiographical content. Lists stories studied.

368. Jenkins, Kenneth D. "Toward a New Awareness of Creative Writing." 54(Jan. 1965): 21–22.

Lists various understandings necessary to teach creative writing, among them: realization that (1) creativity is not taught, but inspired; (2) creativity is not reserved for the gifted; (3) creativity is based on the individual's experiences.

369. Kaplan, Milton A. "Verse Writing in the English Class." 55(Oct. 1966): 880–84, 890.

States that student attempts to write poetry, if properly directed, can lead to an awareness and understanding of poetry. Describes a program for encouraging students' efforts.

370. Keables, Harold. "Creative Writing in the Secondary School." 57(Mar. 1968): 356–59, 430.

Urges the teaching of creative writing in the secondary school as a discipline requiring the study of levels of usage and the imitation of models.

371. McElheny, Kenneth. "Of Cows and Colors: Imaginative Writing in High School." 55(Jan. 1966): 53–61.

Advises teachers to encourage students' individuality by stimulating them to write from their subjective perceptions of personal experience rather than in imitation of approved models.

372. Morgan, Sister Junette. "Writing Poetry in Junior High." 57(Oct. 1968): 1009–13, 1078.

Suggests the following in creating students' interest in poetry: (1) expose them to poetry gradually; (2) begin writing poetry as a class concentration; and (3) present some form through which ideas will flow, e.g., word cinquain and Japanese haiku. Defines six forms and presents student poetry to illustrate each.

373. Morris, Helen L. "Let Genius Burn." 53(Nov. 1964): 627–29.

Recounts motivating techniques and teaching methods used in helping junior high students write verse.

374. Murphy, Charles P. "The Teaching of Fiction as Composition." 55(Mar. 1966): 331–34.

Describes a program to make students aware of the compositional aspects of fiction by giving each student the essentials of a story and then directing him to write it, thereby involving him in the creative process.

375. Mussen, Lenore. "Teaching Creative Writing to Emotionally Handicapped Adolescents." 56(Apr. 1967): 603–6, 609.

Presents the author's experiences in encouraging his emotionally handicapped students to write creative poetry and prose. Several student-written examples.

376. O'Brien, Joseph P. "Advice to Young Poets." 55(Apr. 1966): 461–63, 467.

Warns against inappropriate subject matter, worn phrases, outdated rhymes and rhythms, and sentimental ramblings.

377. Osterweis, Rollyn. "Pictures as Inspiration for Creativity." 57(Jan. 1968): 93–95.

Presents a method of stimulating student interest in creative story writing by using pictures from *The Family of Man*, edited by Edward Streichen. Contains a sample story based on one of the pictures.

378. Rathbone, Charles. "Prelude to the Making of a Poem: Finger Exercises." 54(Dec. 1965): 851–56.

Presents four sets of exercises dealing with four aspects of poetry: sound, multiple meaning, metaphor, and form. Maintains that such exercises attune student ears to poetic language. List of selected readings.

379. Redding, Paul S. "A Free and Untrammeled Unit." 57(Sept. 1968): 846–48.

Discusses the author's success with a writing assignment having "no specifications, boundaries, restrictions, taboos, or expectations." Offers a number of sample poems that resulted.

380. Ridout, Albert K. "*The Scarlet Letter* and Student Verse." 55(Oct. 1966): 885–86.

Describes a class assignment: to write a sonnet expressing the feelings of one character in *The Scarlet Letter*. Gives three sample sonnets that resulted.

381. Sheeley, Stuart L. "Students as Poets." 58(Apr. 1969): 577–85.

Lists step-by-step procedures used successfully by four different English teachers in separate schools in helping students to write, understand, and enjoy poetry.

382. Sherwood, Irene W. "The Poet and the Laundry List." 59(Sept. 1970): 824–25.

Describes an exercise in reading and writing poetry which can provide slower high school juniors and seniors with a "rare sense of accomplishment."

383. Solkov, Arnold. "Upon First Looking into Christensen's *Rhetoric*." 59(Sept. 1970): 834–36.

Suggests the creation of poetry based on the cumulative sentence as one means of encouraging students to use the ideas of generative rhetoric while avoiding fatigue and "the correctness syndrome."

384. Stassen, Marilyn E. "Creative Writing in Junior High School." 54(Jan. 1965): 17–20, 27.

Relates specific techniques used in creative writing class to foster purposeful poetry writing: field trips, records, paintings, books, haiku. Includes samples of student writing.

385. Strong, Jonathan. "The Short-Story Workshop." 59(Sept. 1970): 811–23.

Outlines a program for a short-story workshop based on an analysis of tendencies of young writers and their literary environment. Suggests techniques for developing students' fiction writing potential.

386. Tooman, Arthur R. "Just Listen to the Wind Make the Sand Whistle." 55(Apr. 1966): 464–67.

Urges that students first be stimulated to create good literature, based on their own feelings and perceptions, then that they be exposed to that literature "we teachers have called great." Gives samples of student writing.

See also: 613.

E. Journalism

387. Balazs, Eugene E. "High School Journalism Is Dead! Dead! Dead!" 59(Dec. 1970): 1283–84.

Proposes that television classes replace journalism and speech classes, and that TV

journalism replace high school newspaper journalism.

388. Bixler, Frances M. "What Is a *Good* High School Newspaper?" 59(Jan. 1970): 119–21.

Elaborates on the four characteristics that place school newspapers among the best. Good newspapers are always attractive, well written, creative, and influential.

389. Christman, Laurence D. "Who's Going to Teach Journalism?" 57(Feb. 1968): 236–37.

Introduces teachers of journalism to the summer seminars and workshops of The Newspaper Fund, Inc.

390. Crampton, Norman. "The Ten-Cent Journalism Workbook." 54(Dec. 1965): 864–65, 873.

Offers five journalism exercises to be done with the daily newspaper as model and guide.

391. Doherty, Matthew F. "The Nether World of Journalism." 56(Apr. 1967): 612–15, 641.

Argues that an increased awareness of the principles of journalism in the English classroom is critically important, relevant to the study of literature and in developing writing and reading skills. Traces some relationships between the novel and newspaper journalism.

392. Dundas, Marjorie. "A Good Project: A Class Newspaper." 56(Feb. 1967): 269–73, 277.

Describes a set of overhead projector slides used for instruction in a journalism unit, and factors involved in publishing one issue of a class newspaper.

393. Dykstra, Charles T. "The Mimeographed Newspaper in a Small School." 56(Jan. 1967): 138–39.

Explains how making all student newspaper staff positions voluntary creates student enthusiasm for publishing a weekly newspaper in a small school.

394. Kubat, Nelda. "The School Newspaper in a Small School—a New Approach." 55(Mar. 1966): 346–47.

Describes a plan the author used to save a dying school newspaper by having the school's twenty English sections put out one issue each during the year. Lists five advantages of the plan.

395. Leonard, Barbara J. "Journalism Is My Hang-up." 58(Nov. 1969): 1228–29, 1240.

Describes the author's successful assignment for her journalism class: make notebooks consisting primarily of illustrations.

396. Logan, Edgar. "Journalism: A Wide Open Field." 54(Oct. 1965): 623–25.

Discusses efforts to upgrade teacher preparation in journalism and to motivate student interest in this profession.

397. Rowland, Howard S. "Journalism vs. the Mass Media." 53(May 1964): 345–48, 353–55.

Points out three reasons for teaching journalism units that would include not only the traditional newspaper unit, but also units on magazines, television, and radio. Lists student projects.

398. Suhor, Charles. "The Case for Pop Scholarship: A Polemic for Popularizers." 59(Jan. 1970): 116–18, 121.

Gives some advantages of publishing in local newspapers and magazines. Provides a six-item checklist of hints for getting started in local sources.

F. Writing Conventions

399. Algeo, John. "Why Johnny Can't Spell." 54(Mar. 1965): 209–13.

States that the cumbrous and obsolete orthography of English rather than deficiencies in Johnny or in his teacher is the chief reason he can not spell.

400. Blau, Harold. "First Aid for Extremely Poor Spellers." 55(May 1966): 583–84.

Presents a technique for teaching spelling

to persistently and conspicuously poor spellers by using a tape recorder.

401. Brengelman, Fred. "Generative Phonology and the Teaching of Spelling." 59(Nov. 1970): 1113–18.

Attacks the claim that English spelling is irregular. Demonstrates that most phonetic variations in English are predictable by general rule. Provides five implications for the teaching of spelling.

402. Brown, Lurene. "Let's Put an 'I' in Spelling." 54(Oct. 1965): 644–45.

Maintains that spelling is a personal problem and that individual spelling lists should be developed according to student needs and interests, starting with names of occupations, then hobbies, then school subjects, and so on.

403. Church, Frank C. "Stress-Terminal Patterns: Intonation Clues to Punctuation." 56(Mar. 1967): 426–34.

Offers a means of determining where to place the internal punctuation of a sentence by application of a few phonological rules.

404. Dicken, Robert S. "The Man from S.P.O.B.A.T.E." 57(Sept. 1968): 852.

Presents a method of encouraging pride in proper manuscript form by discussing with students the Society for the Prevention of Blindness among Teachers of English.

405. Hall, Robert A. "To Hyphenate or Not to Hyphenate." 53(Dec. 1964): 662–65.

Proposes and defends a phonologically based hyphenation system to eliminate confusion; a compound containing a plus-juncture between uneven stresses should be hyphenated.

406. Johnson, Lois J. "Proofreading—a Student Responsibility." 56(Dec. 1967): 1323–24, 1332.

Offers nine specific procedures for students to follow in proofreading. Suggests a program in which students are asked to proofread the compositions of their teachers and fellow classmates as well as their own.

407. Masters, George D. "A Rosetta Stone for Composition." 57(Oct. 1968): 1015–16.

Suggests three manuscript rules to make theme reading and grading easier.

408. Moore, Robert E. "Apostrophe to the Ocean—and Heave It in!" 55(Feb. 1966): 198–200.

Illustrates the difficulties and inconsistencies in rules for use of the apostrophe and argues for its abolition.

409. Olson, Dorothy C. "A Perfectly Normal Spelling Dilemma." 58(Nov. 1969): 1220–22.

Describes a "short course in spelling" consisting of fifteen generalizations about spelling which are placed in teachers' boxes on successive days.

410. Preu, James A. "A Matter of Judgment." 55(Sept. 1966): 766–67.

Attacks prescriptive orthography, stating that many supposedly misspelled words which are found in lists of Spelling Demons are also found in major dictionaries as acceptable spellings.

411. Rodgers, Paul C., Jr. "The Two Hundred Years' War." 55(Jan. 1966): 69–72.

Narrates the "military history" of the conflict over the use of the initial conjunctions *and* and *but*.

412. Shakes, C. T. "About Those Sentence Fragments." 58(Nov. 1969): 1223, 1232.

Makes a defense of sentence fragments written in sentence fragments.

413. Stevens, William J. "Obstacles to Spelling Reform." 54(Feb. 1965): 85–90.

Gives fifteen arguments against spelling reform. Maintains that real reform only occurs gradually and with the removal of emphasis on the fixed "correct" spelling.

414. Struck, Herman R. "The Myth about Initial Conjunctions." 54(Jan. 1965): 42–44.

Presents supportive evidence for beginning sentences with coordinate conjunctions. Sug-

gests reasons why initial conjunctions have been avoided.

415. Turner, G. R. "But My Spelling Is Terrible." 55(Nov. 1966): 1091–94.

Discusses the nature and causes of some spelling difficulties and predicts that they will continue until a new orthography is developed, based on a phonetic alphabet.

416. Wells, Walter. "Keeping the 'Foot' in Footnotes." 56(Mar. 1967): 471.

Argues that students should footnote at the bottom of a page rather than endnote at a paper's conclusion.

417. Wolfe, Don M. "Grammar and Linguistics: A Contrast in Realities." 53(Feb. 1964): 73–78, 100.

Argues that traditional grammar is more effective in teaching punctuation and style in writing than is structural linguistics. Presents examples of sentences and passages for teaching writing, using the traditional grammar approach. *See also* item 959.

See also: 16, 953, 959, 1008.

G. Evaluation

418. Arnold, Lois V. "Writer's Cramp and Eyestrain—Are They Paying Off?" 53(Jan. 1964): 10–15.

Describes a study that found that frequent writing or intensive evaluation or both are no more effective than infrequent writing and moderate evaluation, regardless of ability level.

419. Balazs, Eugene E. "What Do You Mean, Awkward? You Know What I Meant." 56(Mar. 1967): 424–25.

Presents a method of correcting compositions with a Composition Corrector, a recording device that enables the teacher to give more detailed comments in less time, for later playback by the student.

420. Bernadettte, Sister Miriam. "Evaluation of Writing: A Three-Part Program." 54(Jan. 1965): 23–27.

Gives specific recommendations for a three-level method of evaluation based on the principle that self-involvement and disciplined independent thinking are essential to improvement.

421. Blackman, Ralph. "Accentuate the Positive and Save the Red Pencil." 53(Jan. 1964): 31–33.

Offers specific suggestions for evaluating writing in order to save time and promote better writing: e.g., grouping within the class, peer evaluation, individual conferences, team teaching.

422. Daigon, Arthur. "Computer Grading of English Composition." 55(Jan. 1966): 46–52.

Describes a project supported by the College Entrance Examination Board, in which a computer is used to grade compositions on such matters as spelling, usage, and style.

423. Denby, Robert V. "NCTE/ERIC Report—Composition Evaluation." 57(Nov. 1968): 1215–21.

Lists and summarizes eleven selected research studies on composition evaluation which are available through the ERIC system.

424. Diederich, Paul B. "How to Measure Growth in Writing Ability." 55(Apr. 1966): 435–49.

Poses two questions: (1) How much growth in writing ability occurs in each year of your program? (2) What are more reliable measurements of aspects of growth in writing? Offers a detailed account of ways to answer each question and gives tables of the results in sample schools.

425. Doherty, Eugene N. "The Princeton Township Lay-Corrector Program." 53(Apr-1964): 273–76, 305.

Describes the organization, objectives, and evaluation of a lay-corrector program in a composition course that supplements the regular English class.

426. Erwin, Gloria. "The Overhead Projector—Aid to the Composition Program." 53(Jan. 1964): 48–50.

Introduces a plan that utilizes student theme checking groups and the overhead projector to teach and evaluate themes. Describes the procedures and advantages in this classroom workshop.

427. Fitzpatrick, Virginia. "An AV Aid to Teaching Writing." 57(Mar. 1968): 372–74.

Presents the benefits of using a tape recorder after marking mechanical errors, to record criticisms and suggestions about student papers.

428. Fotos, Joseph P. "Teaching the Paragraph in the Junior High School." 55(Nov. 1966): 1071–72, 1104.

Provides an approach to teaching paragraph writing based on students' evaluations of fellow-students' themes.

429. Green, James L. "A Method for Writing Comments on Student Themes." 57(Feb. 1968): 215–20.

Favors marginal symbols along with specific, pointed, and constructive comments referring both to particular passages and to the entire paper; also clarifies the function of an overall comment on a composition.

430. Hovelsrud, Joyce. "No Wonder Students Can't Write." 58(Feb. 1969): 249–51.

Suggests returning student themes unmarked after a two-week "cooling period" during which examples of expository writing are studied, and recommends having students "red pencil" and revise their own work.

431. Hunt, Kellogg W. "A Synopsis of Clause-to-Sentence-Length Factors." 54(Apr. 1965): 300, 305–9.

Presents a study that finds the standard criteria inferior for judging maturity in writing and that discovers and defines a new index—"minimal terminable unit" (T-unit)—for indicating maturity of writing. Table.

432. Kehl, D. G. "The Art of Writing Evaluative Comments on Student Themes." 59(Oct. 1970): 972–80.

Urges teachers to write comments that help students recognize their writing weaknesses so that they will avoid them on future papers. Contains examples of perceptive comments.

433. McCallister, Lois. "'Tell Me What You Had in Mind'." 59(Feb. 1970): 231–34.

Reviews the merits of employing frequent conference periods to help students discover and remedy their writing difficulties.

434. Mahnke, Marcia. "Aide-to-Order for the Composition Teacher." 53(Jan. 1964): 40–41.

Recommends a plan for releasing one experienced teacher to work exclusively with other teachers and their classes for improving composition instruction and theme evaluation.

435. Samway, Patrick. "Guidelines for a Journalism Course." 57(Feb. 1968): 228–35.

Presents a journalism syllabus divided into thirty-four different areas for teachers who are planning journalism courses.

436. Schumann, Paul F. "What Criteria Do *You* Use in Grading Compositions?" 57(Nov. 1968): 1163–65.

Enumerates several factors that cloud teachers' evaluations of their students' essays, discusses how teachers can evaluate their own grading techniques, and urges the development of more explicit evaluation criteria.

437. Schwartz, Marjorie Xenia. "Nonacademic Writing: Requirements and Evaluation." 55(Apr. 1966): 468–71.

Establishes requirements which the writing of nonacademic students should meet and provides an evaluating system by which to measure the student's level of accomplishment. Gives several sample themes and their evaluations.

438. Singleton, Clifford G. "Honors Students as Lay Readers." 53(Jan. 1964): 44–46.

Describes an experiment that allowed senior

honor students to grade the themes of a junior educational television class; concludes that both classes benefited from the project.

439. Smith, Eugene H. "Composition Evaluation: A Problem of Voice." 56(Nov. 1967): 1189–94.

Presents the author's method of evaluating student papers according to the voice of the writer as seen in the paper. Includes examples: one by a student, two by the author.

440. Stageberg, Norman C. "Structural Ambiguity: Some Sources." 55(May 1966): 558–63.

Explains some causes of vagueness in student papers by pointing out the ambiguity inherent in the structure of sentences such as: She abhors scratching dogs.

441. Stone, Katherine S. "Aide to Learning." 58(Jan .1969): 124–25.

States that limiting teacher aides to being mere correctors wastes valuable interest in and evaluation of student ideas and expression. Illustrates this with an aide's comment on a paper dealing with Hamlet's get-thee-to-a-nunnery speech.

442. Stoner, Don, and Art Anderson. "A Method for Teaching Subskills in Composition." 58(Feb. 1969): 252–56.

Discusses writing assigned as "busy work," total evaluation of compositions, and late or neglected return of corrected themes as factors contributing to poor writing. Cites classroom studies that show the positive effects of focusing on immediately obtainable writing objectives.

443. Wagner, Linda Welshimer. "The Student-centered Theme Series." 53(Dec. 1964): 689–90.

Describes an assignment that requires all students to grade five mimeographed student themes of varying quality in order to teach the standards of good composition.

444. Webb, Bernice Larson. "'You Put Strawberries in Your Outline'." 56(Sept. 1967): 863–64.

Urges teachers to use metaphors, similes, and symbolism in their corrective comments on student papers.

445. Wells, Carlton F. "Ten Points for Composition Teachers." 55(Nov. 1966): 1080–81.

Presents a "decalogue of do's and don'ts" on reading and evaluating student papers.

446. Wilson, Ellen K. "Systematizing the English Reader." 55(Mar. 1966): 350–51, 370.

Describes a system for coordinating the activities of the lay reader and the classroom teacher and increasing the reader's awareness of each student's progress.

See also: 159, 306, 407.

Reading

A. Research*

447. Aukerman, Robert C. "Readability of Secondary School Literature Textbooks: A First Report." 54(Sept. 1965): 533–40.

Cites research which exposes a wide range in the readability level of literature anthologies. Discusses the characteristics of the textbooks and the measures used to assess readability. Includes a chart which ranks sixty-six anthologies according to verbal and mechanical complexity. Concludes that a multitext approach is needed.

448. Devine, Thomas G. "What Does Research in Reading Reveal about Materials for Teaching Reading?" 58(Sept. 1969): 847–52.

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

Reports on twenty-eight studies relating to the wide range of teaching materials available to teachers, research findings in the area of materials, and ways of making use of materials. Concludes with a bibliography of twenty-eight items.

449. Diederich, Paul B. "What Does Research in Reading Reveal about Evaluation in Reading?" 58(Sept. 1969): 853–68.

Presents a nontechnical account of ways in which teachers of reading can find out about the progress and difficulties of their students. Directs attention to problems and issues in the evaluation of growth in reading that have been neglected by research. Ten-item bibliography.

450. Early, Margaret J. "What Does Research in Reading Reveal about Successful Reading Programs?" 58(Apr. 1969): 534–47.

Reviews research answering two kinds of questions: What are secondary schools doing about reading instruction? And how effective are these reading programs? Considers developmental reading classes, remedial or corrective programs, and teacher education. Concludes with a bibliography of eighty-eight items.

451. Gunn, M. Agnella. "What Does Research in Reading Reveal about Reading and the Teacher of English?" 58(Mar. 1969): 368–85.

Answers three questions: What is "English"? What is the reading component of "English"? What constitutes the preparation for teaching the reading component of "English"? Contains a list of thirty-one references.

452. Karlin, Robert. "What Does Research in Reading Reveal about Reading and the High School Student?" 58(Mar. 1969): 386–95.

Underscores the need for promoting reading as a common denominator of the high school curriculum. Discusses personal factors affecting reading, the correlation between reading and school success, and reading for the disadvantaged, the slow learner, and the gifted. Contains a list of sixty-five references.

453. Louthan, Vincent. "Some Systematic Grammatical Deletions and Their Effects on Reading Comprehension." 54(Apr. 1965): 295–99.

Reports on a study using cloze techniques to measure the contribution of different grammatical classes of words to meaning, with the objective of discovering ways to improve reading. Comments on findings indicating that deletion of nouns, specific verbs, or modifiers leads to a decrease in comprehension, and that deletion of function words relates to gains in comprehension. Table.

454. McCullough, Constance M. "What Does Research in Reading Reveal about Practices in Teaching Reading?" 58(May 1969): 688–706.

Reports research on nine activities in the reading process: word recognition, analysis of sentence structure, evaluation and interpretation of ideas, use of ideas, and determination of word meanings, sentence meanings, sentence functions, meanings of larger units of composition, and function of larger units of composition. Lists seventy-three references.

455. Moore, Walter J. "What Does Research in Reading Reveal about Reading in the Content Fields?" 58(May 1969): 707–18.

Reports on twenty-five studies which conclude that what is required is a "total approach to reading" through integrating the best materials, methods, organizational plans, and inservice education. Provides lists of selected readings and books for the content-area teacher, plus a bibliography.

456. Squire, James R. "What Does Research in Reading Reveal about Attitudes Toward Reading?" 58(Apr. 1969): 523–33.

Reports findings in the following five areas: the nature of reading interests, the nature of response to literature, the effects of reading on the individual, factors involved in taste and appreciation, and the effects of

instruction. Bibliography lists seventy-six references.

457. Strang, Ruth, and Charlotte Rogers. "How Do Students Read a Short Story?" 54(Dec. 1965): 819–23, 829.

Reviews two studies concerned with the processes in reading poetry and short stories. Describes Rogers's study which examined individual differences in interpretive responses of low-, average-, and high-ability students in reading a short story. Concludes that the reading process must be understood if reading instruction is to be effective.

B. Methods of Teaching Reading

458. Caldwell, Margueritte J. "Who Speaks for Reading?" 56(Feb. 1967): 245–48.

Makes a plea for increased concentration on reading in the high school curriculum, not only for below average students, but for average and honors students as well.

459. Carriar, Shirley M. "Teaching Reading Skills in the Junior High School." 58(Dec. 1969): 1357–61.

Illustrates a technique for giving assistance to junior high school readers of literature by identifying several specific reading skills and relating those skills to specific literary selections. Recommends emphasizing the oral reading instructional technique.

460. Cooper, David. "Concepts from Semantics as Avenues to Reading Improvement." 53(Feb. 1964): 85–90.

Applies the principles of semantics to the teaching of reading. Describes the mature reader and a program designed to foster his development.

461. Flanigan, Michael C. "Semantics and Critical Reading." 55(Sept. 1966): 714–19.

Urges the teaching of semantics for those concerned with improving student reading skill. Uses an article entitled "Teen-Age Corruption" as a demonstration model.

462. Lowery, Gertrude Holden. "Reading Is Key to Life, Liberty, and Pursuit of Happiness." 57(Sept. 1968): 889.

Presents a "Declaration of Independence" for teachers of reading.

463. McEwen, Fred B. "First Things First." 54(Jan. 1965): 56–58.

Points out the need for more realistic sequential development of students' basic reading skills before proceeding to more complex literary analysis.

464. Rosenblatt, Louise M. "A Performing Art." 55(Nov. 1966): 999–1005.

Encourages teachers to help their students view the reading of literature as a creative act, a participation, a personal experience.

465. Weiss, Irwin. "Skimming Practice." 56(Jan. 1967): 135–37.

Presents a plan for helping students practice the reading skill of skimming. Suggests that the best practice assembles varied, interesting materials (e.g., from *Reader's Digest*), works with rigorous time limits, and diagnoses difficulties rapidly.

466. Wright, Gertrude S. "Some Reading Guidance Techniques." 55(Dec. 1966): 1183–90.

Reveals some techniques of motivating students to read, e.g., opinion questionnaires, personal conferences, personal interviews, and student-body reading polls.

See also: 16, 534, 537, 907, 910, 976, 1002, 1097.

C. Reading Interests

467. Childs, Rita Jean. "(Don't) Report—React!" 59(Oct. 1970): 981–82.

Decries book reports; recommends instead that students be freed to react, in any medium they feel is appropriate, to books they have read.

468. Conroy, Alice B. "Using the School Magazine with Retarded Readers." 53(Nov. 1964): 624–26.

Maintains that a sense of achievement which is necessary for further language develop-

ment can be fostered in retarded students by using a student literary magazine as a source for reading, writing, and motivation.

469. Cross, Helen Reeder. "A Gallimaufry of Summer Reading." 56(May 1967): 697–701.

Discusses the author's enjoyment of her summer reading, including such books as Graham Billings's *Forbush and the Penguins*, Elinor Parker's *The Singing and the Gold*, and Mark Twain's *The Mysterious Stranger*.

470. Empacher, Marjorie R., and Katherine W. Trickey. "Easy-to-Read Adult Books for Senior High School Students." 57(Feb. 1968): 193–95.

Presents a list of easy-to-read books for reluctant readers and labels them as transitional, of adult interest, or for the more mature student.

471. Lockerbie, D. Bruce. "Is Summer Reading Itself an Old Adage?" 59(Apr. 1970): 573–76.

Objects to compulsory summer reading programs as resulting in an attitude of negativism among those compelled to read. Instead, encourages the motivation of students to read on their own. Describes the author's own summer reading.

472. Marlowe, John W. "The Orange and White No-Picture Book: A Harmless Diversion?" 54(Sept. 1965): 483–87.

A student soliloquy which criticizes the *English Journal* article (January 1965; annotated in item 987) "Hot Rod Magazines: A Harmless Diversion?" by Eleanor M. Robinson, and which defends students' reading material.

473. Nelms, Ben F. "Reading for Pleasure in Junior High School." 55(Sept. 1966): 676–81.

Suggests that junior novels have their place in a junior high curriculum built around a threefold approach to reading which includes browsing; free, individualized reading; and the in-class study of selected works.

474. Spiegler, Charles G. "'If Only Dickens Had Written about Hot Rods.'" 54(Apr. 1965): 275–79.

In an attempt to close the gap between middle-class English teachers and culturally different students, and in order to promote more reading, suggests allowing students to choose books with which they can identify. Relates classroom anecdotes.

475. Whitworth, Richard G. "Improving Reading Taste." 55(May 1966): 569–77.

Discusses solutions to the three main difficulties involved in improving the reading taste of students: arousing students' desires to read, guiding students in the selection of books, and building the habit of choosing worthwhile literature.

See also: 731, 860.

D. Programs and Courses

476. Ackerman, Ann W. "Reading for Pleasure and Profit." 58(Oct. 1969): 1042–44.

Describes a six-week program that allows students to choose and read the books they like best. Contains a number of favorable student responses to the program.

477. Allen, Beth. "Poor and Nonreaders in the Secondary School: A Teacher's Dilemma." 57(Sept. 1968): 884–88.

Outlines a program for teaching nonreaders and poor readers; includes suggestions for motivating students and for acquiring essential teaching material.

478. Appleby, Bruce C., and John W. Conner. "'Well, What Did You Think of It?'" 54(Oct. 1965): 606–12.

Describes and endorses an individualized reading course. Tells of reading patterns that develop and discusses book choices. Lists its code of procedures.

479. Billings, Jane K., and Joan A. Paulson. "Honors Reading Program in a Senior High School." 54(May 1965): 425–28.

Describes a program (club) designed to promote more critical reading of quality

literature outside of class; relates problems and advantages.

480. Booth, Martha. "Memo to English Teachers Re: Individualized Reading." 59(Dec. 1970): 1276–78.

Presents twenty-one students' favorable comments upon completion of an individualized reading course.

481. Dever, Marilyn A. "Reading à la Carte." 56(Dec. 1967): 1296–97.

Describes the author's method of using reading conferences and class discussions in an outside reading program on American literature.

482. Goldman, Lorraine. "Reading and Reporting: A Tailor-made Program for Each Student." 58(Feb. 1969): 236–41.

Describes a reading program designed to give unmotivated students a variety of suggested reading materials, with essay questions, created for particular pieces of literature, and a "bargain basement" atmosphere on reading days.

483. Groomes, Donald L. "The Implementation of an All-School Reading Program." 55(Dec. 1966): 1191–92.

Describes a project implemented in a junior high school to increase English teachers' professional confidence about teaching reading skills by engaging English teachers and a reading specialist in an all-school reading program.

484. Hardman, Laurence L. "Slow Readers—a Happy Experience." 57(Mar. 1968): 405–8.

Describes a program that instills a love for books in slow readers by giving them access to a paperback library and grading them solely on the number of pages they read. Contains a booklist and sample questions for oral testing purposes.

485. Johnson, Laura S. "If It's Fun, It Can't Be Reading!" 59(Sept. 1970): 837–45.

Describes a program for poor readers which uses newspapers, magazines, paperback books, records, and tape recordings to help students learn to enjoy reading.

486. Paul, Sister William. "'Surf's Up'—and So Is Reading Interest." 55(Jan. 1966): 93–94.

Describes a high school "Reading in Depth" volunteer program which met one evening a month to discuss a book which students selected.

487. Twomey, Mark. "A New Twist to the Book Report." 57(Dec. 1968): 1321–23.

Discusses the author's success in assigning in-class book reports on single literary concepts—e.g., theme, point of view. Offers a format for writing reports on the point of view of a work of literature.

488. Willson, Norma. "The Recalcitrants." 59(Jan. 1970): 105–8.

Describes a program to entice the nonreader or recalcitrant reader into an acquaintance with the printed page. Contains a list of appropriate books.

See also: 908, 909.

Literature

A. The Study of Literature: Theory and Criticism*

489. Bettina, Sister M. "Teaching Frye's Theory of Modes." 54(Feb. 1965): 124–25.

Endorses teaching a cyclical theory of literary modes in which literature is divided into eras according to the type of hero represented, to promote an understanding of

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

literary history. Presents a spiral modification of Frye's theory proposed by students. Diagrams.

490. Brennan, Joseph Gerard. "Morals or Literature: The Abstractive Fallacy." 58(Feb. 1969): 226–29.

Decries moralistic teaching of literature in English classes when it leads to the neglect of treating literature as a work of art.

491. Briskin, Mary E. "A New Approach to Old Heroes." 53(May 1964): 359.

Encourages reviving the study of heroes (e.g., Beowulf and Robin Hood) by considering them as reflections of the cultures from which they came.

492. Brown, Marcia. "The Hero Within." 56(Apr. 1967): 535–41.

Urges writers of children's books to offer children models on which to build their ideals of heroism.

493. Ellis, Allan B. "The Computer and Character Analysis." 53(Oct. 1964): 522–27.

Points out some ways computers can be used for the kind of nonmathematical tasks in which English teachers would be interested. Illustrates with a word-frequency count of *The Adventures of Huckleberry Finn* which characterizes Huck in much the same way as traditional literary analysis does.

494. Engelsman, Alan D. "Encouraging Students to Read in Depth." 54(Oct. 1965): 613–15.

Views the teacher as a guide who, by selecting elements of literature for emphasis and carefully planning assignments, helps students make their own discoveries. Offers suggestions concerning assignments and use of secondary sources.

495. Fagan, Edward R. "Science and English: A Rapprochement Through Literature." 54(May 1965): 357–63.

Cites evidence in works of literature and literary theory to support the assumptions that: (1) the sciences provide foundations for restructuring literary forms; (2) historical precedence reveals a bond between science and English; (3) there is a movement toward interdisciplinary scholarship.

496. Farmer, Paul. "Literature Goals: Myth or Reality?" 56(Mar. 1967): 456–60.

Assumes that the two most common reasons for teaching literature are for the "inexhaustible delight" it can bring and for the understanding of self and others that it makes possible. To achieve these goals the author urges teachers to be aware of the reading abilities and interests of their students.

497. Fields, William B. "The Royal Road to Critical Analysis." 54(Oct. 1965): 616–18.

Analyzes "Little Red Ridinghood," questioning its credibility. (A lampoon subtitled "What in the World Did the Wolf Want?")

498. Hall, Richard W. "Literature: Grand Opera vs. the Now Sound." 59(Nov. 1970): 1150–53.

Describes the evolution of five current literary modes: the literature of insight, fantasy, testing, fact, and suspense.

499. Henry, George H. "The Idea of Coverage in the Teaching of Literature." 54(Sept. 1965): 475–82.

Condemns teaching a chronological survey of literature in a limited amount of time with the emphasis on scope and sequence rather than on process and structure. Urges teaching for concept development based on thematic strands in literature. Discusses four general principles for developing concepts in the literature course.

500. Kaplan, Milton A. "Style *Is* Content." 57(Dec. 1968): 1330–34.

Uses passages from several prose works to demonstrate that a study of style is necessary to fully understand and appreciate these works.

501. Miller, James E., Jr. "NCTE Counciletter: Literature as a Way of Knowing." 58(Mar. 1969): 443–45

Defines literature as the structured embodiment of the imagination in language, and

the literary experience as "a way of knowing," an imaginative experience. Urges teachers to engage their students' emotions in literature and thereby help them gain an expanded, deepened awareness of the human condition.

502. Nagle, John M. "A View of Literature Too Often Neglected." 58(Mar. 1969): 399–407.

Illustrates the theory that we should develop an appreciation for the devices of language manipulation which a writer may employ with an analysis of such devices in Hemingway's *The Old Man and the Sea* and Steinbeck's *The Pearl.*

503. Palmer, Ted. "The Gadfly and the Dinosaur." 58(Jan. 1969): 69–74.

Discusses the impact of mass media on the English classroom. Referring to Marshall McLuhan (the gadfly), encourages English teachers to make literature the depth experience that television is. Discourages teachers' present fixation on content (the dinosaur).

504. Rider, Maurice L. "In Glorious Titles He Excels." 54(Jan. 1965): 52–55.

A survey of 2,600 book titles demonstrating the influence of Shakespeare on other authors. Lists titles that were borrowed from *Hamlet, Macbeth,* and *Julius Caesar.*

505. Russell, David H. "NCTE Counciletter: Psychology and Literature." 53(Apr. 1964): 289–91.

Describes the mutual concerns of psychology and literature in four categories: the psychology of the writer, the psychology of the creative process, the study of behavior described in literary works, and responses to literature. Urges the use of psychology in the study of literature.

506. Sherwood, Irene W. "A Case for the Irish." 58(Nov. 1969): 1181–82.

Presents a defense of national Irish literature and a number of source books and records that are especially helpful when teaching Irish poetry, drama, biography, and fiction.

507. Strandberg, Victor. "The Crisis of Belief in Modern Literature." 53(Oct. 1964): 475–83, 544.

Traces the origin of the crisis, and notes the images of despair surrounding the modern human condition. Outlines the response of literature by referring to famous works from Tennyson to Hemingway and Faulkner. Points out five categories of response to the crisis of belief.

508. Walker, Jerry L. "The Structure of Literature." 55(Mar. 1966): 305–15.

Defines the structure of literature by summarizing comments about it by such authorities as Jerome Bruner, James Reid, Helen White, Suzanne Langer, George Wyckoff, Louise Rosenblatt, Paul Goodman, and others.

509. Walker, Jerry L. "Bach, Rembrandt, Milton, and Those Other Cats." 57(May 1968): 631–36.

Argues that the study of the mimetic literature of the past is irrelevant in today's schools. Urges teachers to concentrate on the literature of the preceding twenty-five years and to study popular novels, magazines, music, television shows, and movies.

510. Weinstein, Gerald, and Mario Fantini. "English and the Disadvantaged Student: 'Phoney' Literature." 54(Apr. 1965): 259–64.

Relates a dialogue which took place in a ninth grade English class in order to illustrate the students' dislike for "phoney" literature. Criticizes "phoney" textbooks that are unrealistic and lack relevancy for disadvantaged youth. Suggests class-prepared lessons and experience charts; includes sample lessons.

See also: 251, 696, 842, 928.

B. The Teaching of Literature: Theory and Methods

NOTE: For further discussion on ways of motivating students to read, *see* "READING: Reading Interests," items 467–475.

511. Aldrich, Pearl. "A New Method of

Evaluating Fiction." 54(Nov. 1965): 744–47.

Introduces criteria to assist students in distinguishing serious from superficial writing; avoids value judgments of good and bad.

512. Blyth, Marion D. "A Case for Irrelevance." 59(Mar. 1970): 380–83, 386.

Asserts that students are in danger of being benumbed into indifference through overexposure to relevant books and articles, while irrelevant works which appear remote, strange, and inapplicable may turn out to have the closest relevance.

513. Brown, Lurene, and Helen B. Wachs. "Cartoons in the Classroom." 57(May 1968): 662–64.

Presents several ways of using cartoons to stimulate discussions of satire, symbolism, and caricature, and suggests using them as the basis for full-length themes.

514. Carlin, Jerome. "A Pattern for Teaching Literature." 55(Mar. 1966): 291–97.

Offers suggestions on teaching literature in six general areas, including motivation, choice of material to be taught, and homework assignment length.

515. Carlsen, G. Robert. "The Interest Rate Is Rising." 59(May 1970): 655–59.

Analyzes the interests and capacities of students in regard to literature at all stages of their development. Concludes that the literature presented to students must relate to their lives and values in order to inspire their effort and attention.

516. Daigon, Arthur. "Literature and the Schools." 58(Jan. 1969): 30–39.

Opposes the close reading of prestige works unrelated to the experimental and linguistic sophistication of their readers. Instead, encourages a coherent, humanistic literature program which stresses: (1) making materials and activities relevant, (2) varying materials and activities, (3) making applications to "real-life" situations, (4) accepting students' present level of achievement.

517. David, Brother Clement. "Note the Literary Allusions." 54(Jan. 1965): 59–60.

Stresses the importance of analyzing literary allusions; provides a sample analysis of allusions in Bronte's *Jane Eyre*.

518. Denby, Robert V. "NCTE/ERIC Summaries and Sources: Literary Analysis in Secondary English Classes." 59(Mar. 1970): 438–48.

Contains abstracts of the documents in the ERIC system that are most relevant to literary analysis at the secondary school level.

519. Fillion, Bryant. "The Case for Freedom in Composition and Literature." 57(Jan. 1968): 52–58.

Discusses the importance of student motivation and involvement in composition and literature. Urges teachers to take the time to individualize their approach in order to stimulate this involvement.

520. Fogg, Richard. "Reviewing Nonfiction: Problems and One Solution." 54(Mar. 1965): 223–26.

Outlines a detailed approach including a complete assignment used in helping students to review nonfiction critically.

521. Frank, Yakira H. "Stylistics in the Classroom." 55(Nov. 1966): 1051–55, 1075.

Advocates a method of teaching style based on an analysis of short excerpts from works of contrasting styles. Uses Irving and Hemingway as examples.

522. Goldsmith, Arnold L. "Literary Study Guides in High School and College: Supplement or Substitute." 57(Sept. 1968): 803–12.

Describes and evaluates commercially prepared study guides to determine their effect on students and to recommend ways in which teachers can deal with them. Contains comparative analysis of selected guides by Cliff's Notes, Monarch Notes, and Bar-Notes.

523. Henry, George H. "Teaching Litera-

ture by Concept Development." 57(Dec. 1968): 1297–1306.

Employs the "new" logic in developing procedures for teaching literature. Urges teachers to create units based on student discovery and structuring of concepts, and uses a unit on the concept of "nature" as an example. Four charts.

524. Hezel, Paul. "Teaching Freshman English in Middle Earth." 59(Mar. 1970): 387–92.

Suggests that one primary classroom goal is to create an atmosphere that bridges the teen-ager's real world with the imaginary world of literature. Identifies songs, poetry, fiction, and drama that have both relevancy and "pizazz."

525. Hoopes, Ned E. "TV's Captive Audience Awakens in the Classroom." 54(Mar. 1965): 196–205.

Notes thematic similarities between various TV shows and works of literature and indicates how such similarities can stimulate student interest in literature.

526. Isaacs, Sallie. "From Language to Linguistic Criticism." 57(Jan. 1968): 47–51.

Describes a process linking linguistics to literary criticism which proves the usefulness of grammar and improves student comprehension of literature. Demonstrates the process with E. E. Cummings's "anyone lived in a pretty how town" and D. H. Lawrence's "The Blind Man."

527. Jerome, Sister Marie. "'Not by Bread Alone.'" 53(Oct. 1964): 516–21, 532.

Advocates studying a broad selection of literary works in order to help students acquire all communication skills, and describes how literary criticism of "Richard Cory" and several other works was used in class to heighten student understanding and appreciation of literature.

528. Joki, Virginia. "So Who Needs Analysis?" 57(Apr. 1968): 568–71.

Urges teaching literary analysis only as one of several approaches to literature, only to students in college divisions, only in grades eleven and twelve, and only four or five times a year.

529. Karl, Herbert. "An Approach to Literature Through Cognitive Processes." 57(Feb. 1968): 181–87.

Suggests using the spirit of Piaget's theories to train students to perceive literature in terms of structured relationships.

530. Loban, Walter. "Literature and the Examined Life." 59(Nov. 1970): 1086–90.

Presents literature as a means of helping students examine life. Urges that literature be taught with central emphasis upon its personal, social, and ethical insights. Indicates ways to achieve this sort of involvement.

531. Miller, James E., Jr. "NCTE Counciletter: Literature as a Way of Knowing." 58(Mar. 1969): 443–45.

Defines literature as the structured embodiment of the imagination in language, and the literary experience as "a way of knowing"—an imaginative experience. Urges teachers to engage the emotions of their students in literature and thereby help them gain an expanded, deepened awareness of the human condition.

532. Nelson, Phyllis E. "The Name Game." 56(Mar. 1967): 439–42.

Describes a game students can play in which they discover the meanings of the characters' names in a novel, poem, play, or short story about to be studied, and from this meaning predict the future of the characters.

533. Pelton, Claire L. "Quality and Quantity in the Advanced Placement English Program." 54(Sept. 1965): 502–3.

Endorses a program that was designed for qualitative study of relatively few works rather than an accelerated course requiring extensive reading.

534. Purves, Alan C. "You Can't Teach Hamlet, He's Dead." 57(Sept. 1968): 832–36.

Analyzes the nature of the reading process and of the literary response; discusses the implications of such analysis for the teaching of literature.

535. Rosenblatt, Louise M. "Pattern and Process—a Polemic." 58(Oct. 1969): 1005–12.

Urges the development of curriculums based on the vital role of literature in the lives of individual students and emphasizing the reader's experience of and response to the work itself.

536. Shafer, Robert, and Kenneth L. Donelson. "Curriculum: New Perspectives." 57(May 1968): 731–38.

Discusses the theories contained in Daniel Fader's and Elton McNeil's *Hooked on Books: Program and Proof*. Urges teachers to adopt Fader's program of *saturation*, with newspapers, magazines, and paperback books, and *diffusion* of literacy.

537. Simmons, John S. "Teaching Levels of Literary Understanding." 54(Feb. 1965): 101–7, 129.

Recognizes the need for extending and developing the student's ability to read and appreciate imaginative literature, calling special attention to the problems in reading drama, poetry, and prose fiction.

538. Taylor, Gary. "Voice: A Study in Characterization." 57(Oct. 1968): 992–94.

Urges studying characterization through diction, word length, sentence, punctuation, stress, and syntax to aid students' appreciation and understanding of fiction.

539. Wagner, Linda Welshimer. "Good Teaching Through Passage Analysis." 55(Nov. 1966): 1056–57.

Provides four sets of questions to aid students in a close analysis of short passages of literature. Urges passage analysis in class, in out-of-class papers, and as a testing device.

540. Walker, Jerry L. "Fostering Literary Appreciation in Junior High School." 55(Dec. 1966): 1155–59, 1220.

Inveighs against the teaching of literature based on "levels of literary appreciation." Encourages teachers to let students read and delight in works geared to their age levels.

541. Wragg, Otis O. "A Functional Approach to Literary Criticism." 54(Dec. 1965): 801–5.

Describes a method for studying literature which is based on inductive reasoning and discovery and which requires a close examination of primary metaphors in order to ascertain the major concept of the novel. Illustrates this method by analyzing the metaphors in Koestler's *Darkness at Noon*.

See also: 132, 303, 463, 464, 467, 550, 553, 594, 1023.

C. Units and Courses

NOTE: For more suggestions on reading programs, *see* "READING: Programs and Courses," items 476–488.

542. Boring, William C., and Charlotte Reppert. "A Course in Twentieth-Century American Literature." 57(May 1968): 665–69.

Outlines the materials and techniques used in an elective course for high school seniors. Provides the course reading list and some typical theme assignments.

543. Cottrell, Beekman W., and Lois S. Josephs. "A Genuine Accumulation." 54(Feb. 1965): 91–94, 152.

Describes aspects of a cumulative, sequential literature course for grades 10–12 by showing how thematic emphases can be broadened and elaborated from grade to grade.

544. Dyer, Prudence. "An Expression, a Possession, and a Dream." 53(Sept. 1964): 442–44.

Presents the objectives of a six-year literature program which culminates in a western literature seminar for college-bound seniors; gives titles of books which correspond to basic themes studied in the various grades.

545. Ehrenhaft, George. "Combatting Apathy: Literature and the 'General' Class." 58(Sept. 1969): 840–46.

Describes a literature program for non-academic students that allows each student to progress at his own rate toward realizable goals. Contains a list of easy-to-read fiction suitable for adolescents.

546. Gemello, Linda, and Warren E. Wilde. "The Uncommon Man." 59(Dec. 1970): 1266–69.

Describes a ten-week elective course that considers three categories of literary characters: the mediocre, the nearly great, and the great or uncommon man. Contains a reading list, writing assignments, and a list of supplementary readings.

547. Gonzalez, Joseph F. "A Scrim for Poe's Screams." 53(Oct. 1964): 531–32.

Presents a unit on Poe that focused on the unique characteristics of his writing.

548. Heckel, James J. "Heroic Absurdities —an Approach to Literature." 56(Oct. 1967): 976–78.

Discusses teaching a unit on the absurd hero in fiction to nineteen hand-picked sophomores of exceptional ability.

549. Hillocks, George. "Approaches to Meaning: A Basis for a Literature Curriculum." 53(Sept. 1964): 413–21.

Advocates a meaningful curriculum focused on (1) man's physical, social, and cultural environments in literature, (2) levels of meaning—plot, tone, symbol, archetype—and (3) form and genre. Cites well-known works in order to illustrate these points.

550. Hood, Elizabeth C. "Proverbs: The Seeds of Literature." 56(Oct. 1967): 970–75.

Describes a unit on the study of proverbs as instrumental to students' deriving deeper meaning from literature, based on the notion that "the psychological basis upon which an appreciation of the proverb rests is the ability to reason from the concrete to the abstract."

551. Hymovitz, Leon. "Gadfly among the Innocents: Great Books in a Big City School." 56(Mar. 1967): 450–52.

Describes a high school program based on the Junior Great Books Readings and encourages Great Books programs as replacements for the "pedestrian literature and ersatz classics" that are so carefully selected as being suitable for students from disadvantaged homes.

552. Jenness, Raymond N., Jr. "In Harness on a Team." 55(Dec. 1966): 1214–15, 1224.

Describes a "secondary school version of the college lecture-seminar program" which employs team teachers specializing in the novel, the essay, the short story, poetry, and the theater.

553. Lee, Hector H. "American Folklore in the Secondary Schools." 59(Oct. 1970): 994–1004.

Discusses ways of attaining seven specific teaching objectives through the study of folklore in secondary school.

554. Madsen, Alan L. " 'That Starlit Corridor.' " 53(Sept. 1964): 405–12.

Asserts the appeal of science fiction and explains how to develop a science fiction unit. Lists unit objectives, presents criteria for book selection, and includes a reading ladder.

555. Malarkey, Stoddard. "Sequence and Literature: Some Considerations." 56(Mar. 1967): 394–400, 463.

Discusses the theory of sequential literature study, evaluates existing curricula, and shows how the Oregon Curriculum in literature is moving closer to the ideal sequential literature program.

556. Marks, Irving. "The Great Books Course: To Think a Thought." 56(Mar. 1967): 447–49.

Describes a great books course for gifted students which was inaugurated by the author, discussing some techniques it employed and some of the reasons for its success.

557. Miles, Robert. "Literature for the Average Student." 55(Feb. 1966): 172–78.

Suggests that courses for the average student utilize works "intelligible, enjoyable, and significant" to the student, and that the courses be organized around the themes of the literature studied. Establishes criteria and briefly describes a course following these criteria.

558. Morris, Robert. "The Kent Summer Study Program." 53(Apr. 1964): 277–79.

Endorses a summer literature study program based on the next year's curriculum for grades 8–12; gives examples of texts and assignments.

559. Morse, David E. "Avant-Rock in the Classroom." 58(Feb. 1969): 196–200, 297.

Reveals how including recordings of "avant-rock" music with literature led to a thematic unit on "dropping out."

560. Mueller, Lavonne M. "The 'Contemporary' Gap in the Senior High School English Curriculum." 55(Nov. 1966): 1025–29, 1109.

Gives a program intended to bring "a sense of immediacy" to the English class. Contains a list of suggested contemporary readings in poetry and prose.

561. Murphy, Geraldine. "Teaching Fiction Through Visual and Verbal Art." 59(Apr. 1970): 502–8.

Presents an outline and discussion of a course to be divided into three parts—pariahs, lovers, and heroes—in each of which films, short stories, photographs, paintings, and plays are used to increase students' capacities to see, "to imagine what might be," thereby enriching their potential for perception and enjoyment.

562. Pelton, Claire L., and Warren E. Wilde. "A Block Program in American Literature: Echoes of the American Dream." 56(Feb. 1967): 216–21.

Presents the authors' syllabus for a twelve-week block program in American literature. Identifies literature and writing assignments.

563. Ryder, Sarah. "The Librarian Goes to the Classroom." 54(Sept. 1965): 550–51.

Describes a lesson to foster critical thinking about prejudice and to stimulate interest in books concerned with discrimination.

564. Swann, Loraine E. "Crisis in Our Cities." 59(Apr. 1970): 570–72.

Describes a ninth grade unit dealing with the crisis in our cities which occupied fifteen school days and included panel discussions and a short skit.

565. Wild, Paul H. "Teaching Utopia." 55(Mar. 1966): 335–37, 339.

Describes a ninth grade unit dealing with such utopian works as *Looking Backward, 1984,* and *Walden Two.* Contains both a primary and a supplementary reading list.

566. Withers, Samuel. "A Eurail Tour in Senior English." 57(Dec. 1968): 1338–39.

Describes an unplanned, open-ended course covering Chaucer and Shakespeare.

567. Wogaman, Emily. "Folklore Is Fun: Communication Comes Alive." 55(Feb. 1966): 208–10.

Discusses various activities, including a week-long Old World's Fair, which encourages students' interest in the folklore of their ancestors. Describes the students' enthusiasm for the writing and reading which can result.

568. Woodman, Leonora. "Teaching Literature Thematically." 55(May 1966): 564–68.

Illustrates the thematic teaching of literature by comparing the themes in *Walden,* "Civil Disobedience," *The Adventures of Huckleberry Finn, Arrowsmith,* and *The Catcher in the Rye.*

See also: 153, 181, 182, 507, 510, 523, 737, 880.

D. Poetry

1. Approaches: Method and Theory

569. Ackerman, Margaret B. "Why I Don't

Teach Poetry." 57(Oct. 1968): 999–1001.

Maintains that "poetry as a genre is too comprehensive, too indefinable, and too abstract to teach." Recommends exposing students to poems by introducing them with the study of other genres of similar theme.

570. Andrews, Larry. "Making Metric Form Meaningful." 55(Dec. 1966): 1225–48.

Describes the author's technique of linking poetical meter with music in order to teach the importance of rhythm in poetry.

571. Blakely, W. Paul. "A Parable of Poetry and Pedagogy." 59(Oct. 1970): 945–46.

Presents a parable that describes how poetry is made to look worthless to today's high school students.

572. Bonner, Nellie J. "'O.K.'—Vachel Lindsay." 58(Dec. 1969): 1338–40.

Describes how a pupil's illustration, painted after listening to Vachel Lindsay's poem "The Congo," met with the poet's approval.

573. Burack, Boris. "Vice, Context, and a Chain Reaction." 55(Oct. 1966): 878–79.

Presents a six-stanza nonsense poem and suggests that the analysis of such a work is a good way to provoke a lively class discussion of Lewis Carroll et al.

574. Childs, Rita Jean. "A Psychedelic Poetry Unit—Why Not?" 57(Dec. 1968): 1335–37.

Outlines a poetry unit developed on student perceptions of nature, music, paintings, and poetry, which resulted in student-written poems.

575. Christ, Henry I. "The Gateless Gate to Poetry." 57(Oct. 1968): 995–98.

Suggests introducing a poetry unit with haiku to broaden students' experiences and "turn them on" to poetry.

576. Christ, Henry I. "Self-fulfilling Prophecy and the Haiku." 58(Nov. 1969): 1189–91.

Advocates the use of haiku as a great leveler, giving both honors students and nonacademic students an equal opportunity to succeed.

577. Daigon, Arthur. "Pictures, Punchcards, and Poetry." 58(Oct. 1969): 1033–37.

Describes a computer-controlled multimedia program for humanizing instruction in poetry. Offers an illustration using Thomas Hardy's "The Man He Killed."

578. Day-Lewis, C. "The Poem and the Lesson." 57(Mar. 1968): 321–27.

Discusses the qualifications of a good teacher of poetry. Urges teachers to recognize the subjective nature of poetry and to refrain from forcing a "right" interpretation of a poem on their pupils.

579. Dellone, Louise F. "The 'Link' Is the Thing." 57(May 1968): 659–60.

Describes an introduction to poetry that uses a vocal and instrumental recording of Lewis Carroll's "Jabberwocky" as a "link" to teaching the elements of poetry.

580. Ducharme, Edward R. "Close Reading and Teaching." 59(Oct. 1970): 938–42.

Illustrates the close reading technique of teaching poetry through an explication of John Updike's "Shillington."

581. Dunning, Stephen. "Why Poetry?" 55(Feb. 1966): 158–61.

Urges teachers to question their reasons for teaching poetry and to have specific aims for teaching each poem. Illustrated by a sample poem.

582. Eberhard, Edward G. "'An Upside-Down Thing'." 58(Nov. 1969): 1192–93.

Describes the author's experience in giving his class one of his own poems, "Bodysurfing," to analyze, in order to convey to them his excitement with poetry.

583. Elvove, Marjorie. "Teaching How a Poem Means." 56(Dec. 1967): 1290–92.

Presents the author's method of teaching how form, appearance, and language choice contribute to the totality of a poem; uses

E. E. Cummings's "in Just–" (in Cummings's form and in the conventional four-line stanza form) to illustrate his method.

584. English, Helen W. "Rock Poetry, Relevance, and Revelation." 59(Nov. 1970): 1122–27.

Describes a nine-week, nongraded, elective high school course based on the study of modern poetry and rock music. Contains short lists of resources in rock music, contemporary poetry, and poetry records.

585. Frank, Yakira H. "Linguistics and Poetry." 59(Oct. 1970): 947–53.

Explains how the study of linguistics can become integral to the teaching of poetry.

586. Gleeson, James F. "Introducing Shakespeare." 56(Dec. 1967): 1293–94.

Suggests that students write précis of a few of Shakespeare's sonnets as a preparation for the study of his dramatic works.

587. Goba, Ronald J. "Why Read Poetry in High School?" 56(Feb. 1967): 278–80.

Argues that, while the teacher cannot influence his students' taste or appreciation of poetry, he can and should teach his students how to analyze and judge a poem.

588. Hansen, Sally P. "Teaching the Poetry of War." 59(Apr. 1970): 497–500.

Advocates the teaching of antiwar poetry for its relevance to today's youth. Cites several examples.

589. Harvey, Robert C. "NCTE/ERIC Report: Poetry in Secondary Schools." 59(Feb. 1970): 308–15.

Offers abstracts of twenty documents, available through the ERIC Document Reproduction Service, which are relevant to the teaching of poetry in secondary schools.

590. Herbert, Edward T. "On the Teaching of Poetry." 54(Apr. 1965): 334.

Endeavors to teach poetry, imagery, metaphor, and symbolism by focusing on students' common experiences and "everyday" language.

591. Johnson, Keith D. G. "Poetry in the Classroom: 'Gather ye rosebuds . . .?" 54(Feb. 1965): 135–37.

Discusses students who seek simple answers and poetry that fosters questions and probes the creative imagination. Uses Frost's "Carpe Diem" to arouse students to further questioning and to make them aware of the continual search for truth.

592. Kaplan, Milton A. "Substitution in the Teaching of Poetry." 56(Sept. 1967): 842–44.

Uses the first two lines of Carl Sandburg's "Fog" to illustrate a method of teaching poetry which, by substitution, shows students the care a poet uses in selecting rhythms, words, figures, and sounds.

593. Kendrick, Dolores. "Poetry for Young People." 57(May 1968): 680–85.

Urges teachers to approach poetry by totally involving their students in the poetic experience and by relying on students' independent thinking rather than on set teaching formulas.

594. Kenyon, John Garland. "A New Approach to Teaching Explication." 53(Sept. 1964): 428–30.

Assesses students' illogical statements in analyzing poetry, and classifies these under nine categories in order to illustrate to students the kind of faulty reasoning that leads to unfounded explication.

595. Lockerbie, D. Bruce. "Poetry: Denotation and Connotation." 53(Dec. 1964): 691.

Defines denotation and connotation as a way of helping students find the significance of a poem.

596. McAndrews, Jean. "Sugar-coated Approach to Poetry." 57(Jan. 1968): 111–12.

Presents a means of stimulating interest in poetry by scanning the first line of a popular song.

597. Malof, Joseph. "The Artifice of Scansion." 54(Dec. 1965): 857–60, 871.

Urges teachers to reinstate the teaching of scansion in their curricula, arguing that the

abandonment of scansion has resulted in an inability to fully understand the poetic art.

598. Marlowe, John W., and Francis J. Hosman. "If Someone Can Begin: PEGASUS." 57(Feb. 1968): 206–8.

Explains the PEGASUS program which was developed at the Poetry Center of San Francisco State College to make contemporary poetry a real experience for teachers and students by arranging "a meeting of poetry, the poet, and the audience."

599. Mecklenburger, James A. "The Poetry Pickle–Some Reflections." 59(Feb. 1970): 263–65.

Comments on the impossibility and disastrous results of "teaching" poetry.

600. Melito, Rev. Ignatius M. "The Literary Myth-Makers." 53(Mar. 1964): 165–69.

Examines the meaning and role of myth in literature, with particular reference to the "Christian myth" and the works of Joyce, Hemingway, Faulkner, Yeats, and Blake.

601. Miller, Evelyn E. "A Trilogy of Irony." 59(Jan. 1970): 59–62.

Illustrates three types of irony in war literature–situational, verbal, and character–by analyzing Hemingway's "Old Man at the Bridge," Sherwood's *Idiot's Delight*, and Crane's "War Is Kind."

602. Moore, Robert S. "A Wedge Toward Willingness: Touchstones for Teaching the Sonnet." 56(Feb. 1967): 293–97, 324.

Explains how to use several color transparencies to create student interest in and understanding of the sonnet form.

603. Morgan, Robert E. "More Avant-Rock in the Classroom." 58(Nov. 1969): 1238–40.

Offers a chronological list of poems that have been set to music and a bibliography of albums by periods.

604. Muccigrosso, Robert M. "Whitman and the Adolescent Mind." 57(Oct. 1968): 982–84.

Describes students' enthusiastic response to Whitman's poetry because of its relevancy to their lives. Explains how student-directed small-group work created meaningful interaction between poet and students.

605. Mueller, Lavonne M. "Concrete Poetry: Creative Writing for *All* Students." 58(Oct. 1969): 1053–56.

Urges the use of concrete poetry, in all three of its forms: "general," "found," and "A-B-C" poems, to involve students in the poetic process. Contains a number of examples and a list of selected readings.

606. Perkins, Rachael N. "On Teaching Poetry." 55(Jan. 1966): 91–92.

Describes an "unorthodox" approach to the teaching of poetry, based on the poetic analysis of students' favorite songs.

607. Petitt, Dorothy. "Questions That Have No Answers." 54(May 1965): 382–88.

Proposes a method of teaching poetry that promotes student understanding of the relationship of content and form, and ultimately leads to questions concerning the basic concepts of life. Analyzes some haiku, a passage from Randall Jarrell's *The Bat-Poet*, and "The Hag" in order to illustrate this method.

608. Pike, Wayne. "Twenty-seven Mythological Allusions." 57(Oct. 1968): 988–89.

Describes success in having students find and interpret mythological allusions found in a poem written by the instructor for that purpose. Includes the poem.

609. Potter, Rachel. "Teaching Ballads." 57(Oct. 1968): 1039–40.

Recommends having students suggest ways to read ballads after they have been introduced by the teacher; suggests ballads for use in grades five through eight.

610. Powell, Mary-Jo. "War on Poetry-Phobia." 55(Oct. 1966): 887–90.

Describes a method of combatting student antipathy toward poetry by a class discussion of three of Don Marquis's poems about a cockroach named Archy.

611. Robinson, Bruce. "Beowulf's English." 55(Feb. 1966): 180–81, 188.

Encourages the teaching of *Beowulf* in seventh and eighth grade as a way to give the students an understanding of how language works and to prepare them for other poetry.

612. Rundus, Raymond J. "'O Frabjous Day!' Introducing Poetry." 56(Oct. 1967): 958–63.

Suggests using "Jabberwocky" as an introduction to a poetry unit because of its potential for intriguing students in the complexities of poetic language; includes two assignments.

613. Schwartz, Steven. "Snowball Throwers Live Forever." 56(Nov. 1967): 1153–57.

Describes a method of developing students' enthusiasm for poetry by encouraging them to produce spontaneous, unstructured "poetry" of their own.

614. Stafford, William E. "A Poetry Happening." 56(Oct. 1967): 951–53.

Reports on a Festival of Contemporary Poetry which was presented at the NCTE Convention at Houston in November 1966. Includes later reactions from the poets and suggestions for future NCTE conferences.

615. Steinberg, Erwin R. "Toward a Definition of Poetry." 56(Sept. 1967): 834–41.

Presents a lesson plan that provides students with an operational definition of poetry. Concludes that a formal definition is probably not possible.

616. Stubblefield, Charles. "The Child That Went Forth." 54(Feb. 1965), 112–14.

Depicts the poet as the universal child in his quest for union with the universe, and as the disillusioned adult in his awareness of worldly realism.

617. Sweetkind, Morris. "Poetry in a Scientific World." 59(Mar. 1970): 359–66.

Offers a brief history of the relationship between poetry and science, quotes poetry that deals with science, and concludes that a harmony between these two essential activities of mankind must be established.

618. Thompson, Phyllis Rose. "The 'Haiku Question' and the Reading of Images." 56(Apr. 1967): 547–51.

Encourages the study of haiku to develop in the student a responsiveness to poetry's sensuous images.

619. Westermark, Tory, and Bryan N. S. Gooch. "Basic Competencies for Teaching Poetry." 59(Apr. 1970): 517–19, 608.

Suggests that a mastery of pitch, grooming, posture, lighting, and eye-glaze (and eye-roll) is necessary before "instructional managers" (teachers) can "consistently modify student behaviors." A satire.

See also: 7, 32, 358, 366, 369, 381, 457, 892, 966, 1022.

2. Analysis: Specific Poems and Poets

NOTE: For quick access to a specific title or author, consult the "Literary Works and Their Authors" index.

620. Audet, Ronald A. "'Frost at Midnight': The Other Coleridge." 59(Nov. 1970): 1080–85.

Explicates Coleridge's conversation poem, "Frost at Midnight," and relates it to the associationist theory of David Hartley.

621. Brand, Sister Helena. "Structure Signals in 'The Hunchback in the Park'." 59(Feb. 1970): 195–200.

Analyzes Dylan Thomas's poem to show how he uses ordinary language and grammatical structure as fundamental constructs in making a poem.

622. Burgess, C. F. "'The Eve of St. Agnes': One Way to the Poem." 54(May 1965): 389–94.

Suggests an approach to Keats's poem which analyzes poetic technique, structure, and theme in terms of a pattern of contrasts that demonstrate their interrelationships and their final synthesis.

623. Busha, Virginia. "Poetry in the Class-

room: 'Ex-Basketball Player'." 59(May 1970): 643–45.

Explicates John Updike's poem of the failure of one young man to fulfill his potentiality and suggests its relevance in today's classrooms.

624. Claggett, Mary Frances. "Poetry in the Classroom: 'Afraid and Letter-proud'." 53(Dec. 1964): 700–701.

Analyzes Meredith's sonnet "The Illiterate," and relates students' responses to it.

625. Claggett, Mary Frances. "Poetry in the Classroom: 'Glory, Jest, and Riddle'." 55(Mar. 1966): 352–54.

Explicates E. E. Cummings's "what if a much of a which of a wind" and discusses its appropriateness to every student, freshman through senior.

626. Clifton, Linda J. "The Two Corys: A Sample of Inductive Teaching." 58(Mar. 1969): 414–15.

Describes a lesson that compares Edwin Arlington Robinson's "Richard Cory" with the Simon and Garfunkel record about the same character.

627. Coleman, Alice. "Poetry in the Classroom: 'Doors Leap Open'—Shapiro's 'Auto Wreck'." 53(Nov. 1964): 630–33.

Finds that average and college-bound classes were equally able to analyze, appreciate, and understand Karl Shapiro's "Auto Wreck." Presents the detailed analysis.

628. Cooper, Nancy M. "On Reading *Paradise Lost* in High School." 55(Mar. 1966): 320–23, 327.

Describes the author's experiences in teaching *Paradise Lost* in high school and concludes that the poem "can be a rewarding experience for high school students."

629. Davidow, Mary C. "Journey from Apple Orchard to Swallow Thronged Loft: 'Fern Hill'." 58(Jan. 1969): 78–81.

Analyzes the poem's structure, Dylan Thomas's treatment of time, and various themes throughout the poem. Contains twenty-seven questions for discussion.

630. Edsall, Constance H. "Values and the Poems of Marianne Moore." 58(Apr. 1969): 516–18.

Explains the virtuosity of Marianne Moore's poetic style, with its odd line forms, involved titles, muted rhyme scheme, and variated structure; suggests teaching a unit on discovering values through her poetry.

631. Greiner, Charles F. "Stafford's 'Traveling Through the Dark': A Discussion of Style." 55(Nov. 1966): 1015–18, 1048.

Discusses the kind of experience William Stafford's poem "Traveling Through the Dark" gives its readers, and shows how Stafford's manner of choosing, ordering, and arranging his words provides this experience.

632. Gurka, John E. "The Voices of Ulysses and Prufrock." 55(Feb. 1966): 205–7.

Offers a lesson plan for teaching the concept of *persona* by a comparison of the speakers revealed in Tennyson's "Ulysses" and T. S. Eliot's "The Love Song of J. Alfred Prufrock."

633. Hands, Charles B. "The Hidden Terror of Robert Frost." 58(Nov. 1969): 1162–68.

Asks that students be encouraged to see Frost, not as a simple, kindly old poet, but as one who wrestles, not always successfully, with many of the same complex problems of behavior and belief that they themselves wrestle with. Explicates four Frost poems in these terms.

634. Hester, Sister Mary. "Poetry in the Classroom: Teaching 'Initiate the Heart'." 53(Feb. 1964): 141–42.

Discusses both the simplicity and complexity of Sister Maura's poem and analyzes its imagery, meter, theme, and vocabulary.

635. Hester, Sister Mary. "Poetry in the Classroom: 'The Juggler' by Richard Wilbur." 54(Dec. 1965): 879–81.

Presents a lesson plan for teaching "The Juggler" to an advanced placement or honors senior class.

636. Hill, H. Russell. "Poetry and Experience." 55(Feb. 1966): 162–68, 178.

Explicates Randall Jarrell's "A Front" in order to show the difficulty involved in understanding a poem based on specialized personal experience.

637. Jacobs, Roderick A. "Poetry in the Classroom: Regrets and Wishes." 54(Sept. 1965): 568–70.

Uses Frost's "The Road Not Taken" and Cummings's "anyone lived in a pretty how town" to introduce Thomas's "The Sign-Post." Relates students' responses in analyzing the poem.

638. Jacobs, Roderick A. "Poetry in the Classroom: A Poem for the Junior High." 55(Jan. 1966): 98–100.

Explains that the appropriateness of W. W. Gibson's "The Ice-Cart" for junior high school students is due to the fact that it is close to the pupils' experience of reality.

639. Jenkins, Jack L. "How Green Is 'Fern Hill'?" 55(Dec. 1966): 1180–82.

Explores the images derived from the word *green* as central to Dylan Thomas's "Fern Hill."

640. Jones, Sister M. Roberta. "The Wellspring of Dylan." 55(Jan. 1966): 78–82.

Explicates Dylan Thomas's "Poem in October," "A Winter's Tale," and "Vision and Prayer."

641. Jorgensen, Virginia. "Poetry in the Classroom: Of Love and Hate: Shakespeare's 'Sonnet 90'." 53(Sept. 1964): 459–61.

Analyzes how imagery, diction, antithesis, and tone contribute to the meaning of "Sonnet 90." Maintains that students find this poem comprehensible and memorable.

642. Kent, Brother Edward. "Daredevil Poetics: Ferlinghetti's Definition of a Poet." 59(Dec. 1970): 1243–44, 1251.

Explicates poem "No. 15" of Lawrence Ferlinghetti's *A Coney Island of the Mind.*

643. Kocher, Annis Cox. " 'The End of the World' for a New Beginning." 55(Sept. 1966): 700–702.

Explicates Archibald MacLeish's sonnet "The End of the World."

644. Lepore, D. J. "Poetry in the Classroom: Robert Frost—the Middle-Ground: An Analysis of 'Neither Out Far Nor In Deep'." 53(Mar. 1964): 214–16.

Praises Frost's poem, describes the steps in teaching it, and lists the understandings that may be gained from the analysis.

645. Lepore, D. J. "Poetry in the Classroom: Setting and/or Statement." 55(May 1966): 624–26.

Describes the author's program for teaching "Stopping by Woods on a Snowy Evening" as an introduction to the formal reading and study of poetry by eighth-graders.

646. Miller, Lois T. "Poetry in the Classroom: The Eternal Note of Sadness." 54(May 1965): 446–48.

Analyzes Matthew Arnold's "Dover Beach"; emphasizes the melancholy mood and interpretations of the poem.

647. Miller, Lois T. "Poetry in the Classroom: Who Bowled the Sun?" 54(Nov. 1965): 765–67.

Analyzes the Puritan images in "Upon What Base Was Fixed the Lath Wherein," by Edward Taylor.

648. Milosh, Joseph. "A Supplement for Teaching *Beowulf.*" 59(May 1970): 646–54.

Outlines an approach to *Beowulf* which includes a translation and grammatical analysis of a few lines, a commentary on important Anglo-Saxon poetic techniques, and student imitations in New English of what was studied in Old English.

649. Moore, Robert P. "The Eminently Teachable Mr. Frost." 54(Nov. 1965): 689–93, 703.

Lauds Frost's simplicity of vocabulary, subject matter, and imagery. Cites Frost's anecdotes and examples from his poems, pointing out their appeal.

650. Muench, Mary de Lourdes. "Taking the Duchess off the Wall." 57(Feb. 1968): 203–5.

Gives examples of questions and student responses found in one approach to Browning's "My Last Duchess."

651. Narveson, Robert. "On Frost's 'The Wood-Pile'." 57(Jan. 1968): 39–40.

Explicates the poem in terms of the three points of view offered by the narrator, the bird, and the wood cutter.

652. Nestrick, William V. "Robert Browning: The Maker-See." 55(Sept. 1966): 682–89.

Defines Browning's conception of the poet's function and explicates several passages from his work in light of this definition.

653. Noel, Sister Mary. "Poetry in the Classroom—Gathering to Greatness: A Study of 'God's Grandeur'." 53(Apr. 1964): 285–87.

Presents an analysis of Hopkins's poem, stressing the techniques he employed. Describes methods for teaching the poem.

654. Noel, Sister Mary. "Poetry in the Classroom: 'In This Bitterness, Delight'." 54(Nov. 1965): 762–64.

Relates a class's experience in finding the meaning of "The Poems of Our Climate" by Wallace Stevens.

655. O'Donnell, Sister John Mary. "Introducing Milton to Culturally Handicapped Students." 56(Apr. 1967): 561, 565.

Describes a project that used music and pictures to illustrate the meaning of "L'Allegro" and "Il Penseroso."

656. O'Neill, Brother Russell. "A Fling with Ferlinghetti." 58(Oct. 1969): 1025–27, 1031.

Suggests that Ferlinghetti's *A Coney Island of the Mind* stirs students to think and react because of its biting social criticism, its powerful descriptions, and its unusual freedom.

657. Parish, John E. "The Rehabilitation of Eben Flood." 55(Sept. 1966): 696–99.

Presents the author's interpretation of Edwin Arlington Robinson's "Mr. Flood's Party." Opposes the stand, taken by Cleanth Brooks and Robert Penn Warren, that Eben Flood is ostracized for being a drunkard.

658. Petitt, Dorothy. "Poetry in the Classroom: To Deepen Delight Through Study." 53(Jan. 1964): 56–58.

Analyzes "A Modest Love" by Edward Dyer, and contends that oral reading of this poem and awareness of images in the poem will help students develop the ability to read and understand poetry by themselves.

659. Petitt, Dorothy. "Poetry in the Classroom: Poem, Students, and the Teacher." 55(Feb. 1966): 221–24.

Presents a lesson plan for teaching "Cat and the Weather" by May Swenson, considering meaning, poetic qualities, point of view, and dramatic quality.

660. Porter, Frank. "'Chaplinesque': An Explication." 57(Feb. 1968): 191–92, 195.

Presents and analyzes Hart Crane's poem "Chaplinesque."

661. Quigley, Genevieve. "A Visit with Amy Lowell." 54(Jan. 1965): 32–35.

Relates an imaginary dialogue between the English teacher and the ghost of Amy Lowell, who inspired new methods for teaching "My Lady."

662. Quinn, Sister M. Bernetta. "Poetry in the Classroom: Yeats and Ireland." 54(May 1965): 448–50.

Endorses teaching "Red Hanrahan's Song about Ireland," which is both a battle song and a sample of symbolic landscape.

663. Quinn, Sister M. Bernetta. "Poetry in the Classroom: Symbolic Landscape in

Frost's 'Nothing Gold Can Stay'." 55(May 1966): 621–24.

Discusses Frost's poem as one of triumph rather than sadness and suggests a few guidelines for teaching it.

664. Richmond, Lee J. "Emily Dickinson's 'If You Were Coming in the Fall': An Explication." 59(Sept. 1970): 771–73.

Explicates the poem in terms of its juxtaposition of discordant images to produce a detachment from conventional treatments of the theme and from romantic clichés.

665. Riddel, Joseph N. "Wallace Stevens —'It Must Be Human'." 56(Apr. 1967): 525–34.

Explains the poetic theory of Wallace Stevens in light of his proposed fourth section to "Notes Toward a Supreme Fiction," which would have been called "It Must Be Human."

666. Rothman, Richard M. "A Re-Examination of 'Kubla Khan'." 55(Feb. 1966): 169–71.

Explicates Coleridge's "Kubla Khan" as an expression of every artist's inability to communicate fully.

667. Ruland, Richard. "Longfellow and the Modern Reader." 55(Sept. 1966): 661–68.

Presents a history of Longfellow criticism and suggests that Longfellow's poetry is worthy of serious consideration. Contains passages from and analyses of several poems.

668. Sanders, Peter L. "Robert Graves–a Poet's Quest for Meaning." 59(Jan. 1970): 23–26.

Analyzes poems written throughout Graves's lifetime as reflecting the poet's lifelong search for the meaning of existence.

669. Saurn, Sister Joan Stanislaus. "Teaching *Paradise Lost*." 56(May 1967): 757–58, 765.

Offers an approach based on a study of the personalities of various characters, as revealed through the epithets by which they are addressed. Illustrates the method by studying "Fair Eve."

670. Sheehan, Peter J. "Benét's 'John Brown's Body'–for Study." 58(Feb. 1969): 219–25.

Explicates Benét's poem in light of its unifying thematic, stock, and incidental images.

671. Sullivan, Harry R. "MacLeish's 'Ars Poetica'." 56(Dec. 1967): 1280–83.

Explicates the poem, examining in particular its symbolism and structure.

672. Walen, Harry L. "A Man Named Robert Frost." 55(Oct. 1966): 860–62.

Describe's Frost's personality as revealed in the author's several meetings with him.

673. Wertenbaker, Thomas J. "Poetry in the Classroom: Into the Poet's Shoes: 'Velvet Shoes'." 53(May 1964): 369–72.

Compliments Elinor Wylie's use of imagery and further analyzes the poem, recommending that it be taught because of its depth and relevance to students.

674. Wiener, Harvey S. "Poetry for Creative Definitions." 56(Sept. 1967): 845–47.

Uses poems of Sara Teasdale, Langston Hughes, and Carl Sandburg to illustrate a method of teaching the craft of poetry and the multidimensional features of a work by analyzing the poetic refinement of word meanings.

675. Wild, Paul H. "Hearing Poetry: W. S. Merwin's 'Leviathan'." 56(Oct. 1967): 954–57.

Discusses how "Leviathan" can serve as an effective teaching medium for students who are ready to receive poetry as an art form akin to music and painting rather than as a complicated type of exposition.

676. Wild, Paul H. "Flower Power: A Student's Guide to Pre-Hippie Transcendentalism." 58(Jan. 1969): 62–68.

Discusses Emersonian transcendentalism and its relation to hippie culture. Proposes a series of readings from Thoreau's *Walden*, Emerson's *Nature*, and Walt Whitman's "Song of Myself."

677. Williams, Celia Ann. "The Host—England's First Tour Director." 57(Nov. 1968): 1149–50, 1214.

Exposes Harry Bailly, the host in Chaucer's *Canterbury Tales,* as the director of England's first "package tour."

See also: 715, 966.

E. Drama

1. Approaches and Theory

678. Adams, Herbert R. "Albee, the Absurdists, and High School English?" 55(Nov. 1966): 1045–48.

Urges that Absurdist ideas not be introduced into the classroom until teachers are prepared to answer the questions that these ideas might provoke.

679. Bennett, Robert A. "Time for Comedy." 53(Apr. 1964): 248–55.

Justifies the role of drama in the classroom. Examines (1) drama as a literary genre, (2) the nature of dramatic comedy as an art form, and (3) the tradition of dramatic comedy in the western world. Makes suggestions for teaching drama.

680. Emmanuel, Sister Mary. "Why O'Neill?" 55(Sept. 1966): 710–13.

Urges high school teachers to teach O'Neill, America's leading dramatist, and discusses ways of introducing his plays into the high school curriculum.

681. French, Richard. "Student Recommendations for Teaching Shakespeare in High School." 57(Mar. 1968): 350–55.

Presents the complaints of college and university students about their own high school exposure to Shakespeare and the ideas they have for improving instruction on Shakespeare in high school.

682. Geller, Robert. "The Absurd Theater: No Taste of Honey, but—." 56(May 1967): 702–7.

Makes "a ringing endorsement of and a staunch defense for [the study of the] Theater of the Absurd in high schools." Refers to Beckett's *Waiting for Godot* and Pinter's *The Caretaker.*

683. Hoetker, James. "Reading a Play: An Essay for Students." 57(Nov. 1968): 1193–96.

Contains an essay addressed to high school students which provides them with information about the conventions of the printed play, information designed to help them visualize a production.

684. Hook, Frank S. "So You're Going to Teach Shakespeare?" 56(Nov. 1967): 1120–26.

Describes "some of the kinds of things" a teacher should know about the historical, intellectual, and social background to Shakespeare' works: history of the theater, the text, biography, and the sources of the plays.

685. Lambert, Robert C "Pitfalls in Reading Drama." 53(Nov. 1964): 592–94, 602.

Analyzes five concurrent problems that students have in reading a play, and suggests using live actors, phonograph records, and 'prompt books' to solve these problems.

686. Marder, Louis. "Shakespeare's 400th Anniversary: Suggestions for Commemorative Programs and Activities." 53(Feb. 1964): 104–9.

Surveys past commemorative programs, and proposes programs that schools or clubs could undertake to honor Shakespeare.

687. Mueller, Richard J. "A Groundling's Approach to Shakespeare." 53(Nov. 1964): 584–88.

Presents an approach to teaching Shakespeare which initially involves students in the role of the groundlings, motivating them in their study of the play.

688. Mussoff, Lenore. "The Medium Is the Absurd." 58(Apr. 1969): 566–70, 576.

Cites the following reasons why plays of the Theater of the Absurd work in the classroom: they are new and unusual; they communicate immediate reality and involve

their audiences. Briefly notes course procedures and discusses the nature of audience (student) response.

689. Nathan, Norman. "Shakespeare: 'The Play's the Thing'." 56(Oct. 1967): 964–69.

Identifies the ways in which plays differ from other literary works, e.g., different physical qualities, the manner of speaking lines, general concept of the production including scenery and costumes, and character interpretation.

690. Raleigh, John Henry. "Eugene O'Neill." 56(Mar. 1967): 367–77, 475.

Reviews O'Neill's career and development and analyzes his achievements.

691. Sheehan, Peter J. "Theater of the Absurd: A Child Studies Himself." 58(Apr. 1969): 561–65.

States the advantages of teaching the plays of the Theater of the Absurd in the secondary school: they increase imaginative interest, foster better communication between teacher and student, and allow the student to examine his nature through his introspective reaction to the plays.

692. Simmons, John S. "Shakespeare in the Boondocks." 57(Oct. 1968): 972–76.

Recommends three "readiness activities" to help rural students before they begin a Shakespearean play, and six ways to reinforce silent reading of the play.

693. Smith, George, and Gay Sauer. "Who Is Afraid of Godot?" 57(Jan. 1968): 17–20.

Gives an approach to teaching the Theater of the Absurd to eleventh grade students, which includes attending and discussing a performance of Beckett's *Waiting for Godot* and analyzing Ionesco's one-act play, *The Leader.*

694. Sweet, John. "Notes on the Teaching of Drama." 53(Nov. 1964): 589–91.

Shares some specific suggestions for teaching drama to high school students, stressing improvement in reading drama.

695. Veidemanis, Gladys. "Shakespeare in the High School Classroom." 53(Apr. 1964): 240–47.

Lists some teaching practices that inevitably lead to students' dislike of and difficulty with Shakespeare, and discusses alternative methods and specific assignments that will help students to understand and enjoy Shakespeare.

696. Vogel, Alfred T. "Take This from This." 57(Dec. 1968): 1316–20.

Explicates passages of *Macbeth* to illustrate that close textual analysis of literary works is more valuable than concentrating on the ideological and emotive aspects of a work or stressing theme and immediate response.

697. Wright, Louis B. "Shakespeare for Everyman." 53(Apr. 1964): 229–39.

Analyzes characteristics of Shakespeare's writing that have contributed to his universal appeal and cites, by way of example, his popularity in early America.

See also: 504, 586, 726, 1006, 1071.

2. Analysis of Specific Plays

NOTE: For quick access to a specific title or author, consult the "Literary Works and Their Authors" index.

698. Bergeron, David M. "Arthur Miller's *The Crucible* and Nathaniel Hawthorne: Some Parallels." 58(Jan. 1969): 47–55.

Illustrates parallels or analogies in setting, characters, and themes, between *The Crucible* and *The Scarlet Letter.*

699. Bissell, Joan. "Ibsen: In High School?" 57(Mar. 1968): 367–68.

Recommends the study of *A Doll's House* and *An Enemy of the People* for high school seniors; discusses the author's success with *A Doll's House.*

700. Capasso, Ralph, et al. "Through a Glass Starkly." 57(Feb. 1968): 209–12, 220.

Presents a class position paper written by the Honors English 11 sections of Roy C.

Ketcham Senior High School (Wappingers Falls, New York) on Tennessee Williams's play *The Glass Menagerie*.

701. Coen, Frank. "Teaching the Drama." 56(Nov. 1967): 1136–39.

Compares Ibsen's *The Master Builder* and Miller's *All My Sons* and discusses teachable qualities of both.

702. Cohen, Lauren W. "*Romeo and Juliet:* Living Is Being Relevant." 59(Dec. 1970): 1263–65, 1269.

Describes a unit on *Romeo and Juliet* in which tenth grade disadvantaged students came to appreciate Shakespeare's relevancy.

703. Gleason, Marian. "As We Three Meet Again." 56(Oct. 1967): 1005–6.

Discusses how doubles (pairs of actions and characters) are used throughout Shakespeare's *Macbeth*.

704. Goba, Ronald. "*Hamlet* and 'The Emperor's New Clothes'." 56(Dec. 1967): 1263–68.

Asserts that *Hamlet* is outside high school students' reading and life experience; that teachers can't close the gap between the play and the students; that *Hamlet* is a bad play; and that, consequently, it should not be taught in high school.

705. Guyol, Hazel Sample. "A Temperance of Language: Goneril's Grammar and Rhetoric." 55(Mar. 1966): 316–19.

Describes the economy of speech of King Lear's eldest daughter as indicating the character's limited vision and controlled universe.

706. Hall, Evelyn W. "Color Him Red." 56(Apr. 1967): 564–65.

Discusses a method of exploring *Macbeth* by following the blood motif throughout the play.

707. Hanke, Jeannette J. "*Romeo and Juliet* and the Disadvantaged." 59(Feb. 1970): 273–7?

Describes the success of a cultural unit on Shakespeare for low track students which involved a performance of *Romeo and Juliet*.

708. Harvey, Robert C. "How Shavian Is the *Pygmalion* We Teach?" 59(Dec. 1970): 1234–38.

Opposes the use of Shaw's *Pygmalion* only to prove that "good English" leads to popularity and success, demonstrating instead the potential of the play for increasing student appreciation of the nature of literature.

709. Hoke, Melvin A. "John Arden's *Serjeant Musgrave's Dance:* A Highly Relevant Play for Young People." 59(May 1970): 633–37.

Discusses the play in terms of its relevancy for today's youth because of its frank treatment of protest, sexuality, and war.

710. Hughes, Daniel E. "The 'Worm of Conscience' in *Richard III* and *Macbeth*." 55(Oct. 1966): 845–52.

Analyzes and compares both plays in terms of how the workings of conscience are manifested in each. Decides that Richard has no "convincing encounter with conscience," although Macbeth does.

711. Johnson, Carolyn E. "In Defense of Albee." 57(Jan. 1968): 21–23, 29.

Traces the "gamesmanship" theme through Albee's *Who's Afraid of Virginia Woolf?* and the theme of communication through *The Zoo Story*. Urges the teaching of Albee's works in every American Literature course.

712. Lambert, Robert G. "*An Enemy of the People:* A Friend of the Teacher." 54(Oct. 1965): 626–28.

Defends teaching Ibsen's play, pointing out its relevance and its commitment to social action.

713. Mapes, Elizabeth A. "Drama for Junior High School: *The Dairy of Anne Frank*." 57(Dec. 1968): 1307–11.

Describes the advantages and procedures of teaching the play *The Dairy of Anne Frank*, by Frances Goodrich and Albert Hackett, to junior high school students.

714. Parker, Richard K. "Polonius's Indirections: A Controlling Idea in *Hamlet*." 57(Mar. 1968): 339–44.

Discusses several thought-provoking ideas contained in *Hamlet*—centering on Polonius's advice to Reynaldo, to "by indirections find directions out"—as indicative of a theme of the play: the circuitous route to truth.

715. Perrine, Laurence. "When Form and Content Kiss/Intention Made the Bliss: The Sonnett in *Romeo and Juliet*." 55(Oct. 1966): 872–74.

Shows that fourteen lines in *Romeo and Juliet*, Act I, Scene V, which are in the pattern of an English sonnet, were deliberately cast into this pattern by Shakespeare.

716. Roth, Ruth M. "Martyrdom." 57(Nov. 1968): 1147–48.

Offers an analogy between the martyrdom of Martin Luther King, Jr., and that of Thomas Becket which strengthens the impact of T. S. Eliot's *Murder in the Cathedral* and adds significance to Dr. King's death.

717. Seeler, Joan. "The Tragedy of Oedipus." 56(Dec. 1967): 1295.

Presents three contrasting evaluations of a class on *Oedipus the King:* by a student, a student teacher, and a master teacher.

718. Traci, Philip. "Joseph Papp's Happening and the Teaching of *Hamlet*." 58(Jan. 1969): 75–77.

Defends Joseph Papp's rock-and-roll "*Hamlet* as a Happening" (presented in New York's Greenwich Village) on the grounds that it provoked the viewer into thinking about the text of the play.

719. Trowbridge, Clinton W. "Hamlet and Holden." 57(Jan. 1968): 26–29.

Indicates similarities between the characters of Hamlet and Salinger's Holden Caulfield, especially in their nervous instability, moral sensibility, and intellectual genius.

720. Veidemanis, Gladys. "A Play for All Seasons." 55(Nov. 1966): 1006–14.

Provides a detailed outline of an approach to teaching Robert Bolt's *A Man for All Seasons* to college-bound seniors. The principal divisions are: (1) introduction and background, (2) reading and analysis of the play, (3) culminating activities.

721. Weston, John. "*Uncle Vanya:* Chekhov's Vision of Human Dignity." 56(Dec. 1967): 1276–79, 1287.

Analyzes *Uncle Vanya* and compares it with several of Chekhov's other works as an expression of the author's philosophy of the dignity of man.

See also: 747, 1005, 1088, 1095.

F. Novel

1. Approaches and Theory

722. Agee, Hugh. "Adolescent Initiation: A Thematic Study in the Secondary School." 58(Oct. 1969): 1021–24.

Traces the pattern of the initiatory experience (the transition from childhood to adulthood) in literature, and defines it as a learning situation, a preparation for life. Illustrates this theory with references to *The Catcher in the Rye, The Heart Is a Lonely Hunter, The Member of the Wedding,* and other works.

723. Bank, Stanley. "A Literary Hero for Adolescents: The Adolescent." 58(Oct. 1969): 1013–20.

Suggests using adolescent literature to bridge the "literary generation gap" between the world of the writer and the worlds of students. Recommends and offers plot summaries of such works as *The Catcher in the Rye, A Separate Peace, The Wanderer,* and *Youth.*

724. Bivins, Betty M. "How to Read a Victorian Novel." 54(Nov. 1965): 741–43, 747.

Contrasts Victorian society with modern society and suggests five ways to close the cultural gap between today's student and the Victorian novel.

725. Booth, T. Y. "Consider George Meredith." 55(Sept. 1966): 690-95.

Urges teachers to select the novels of George Meredith for superior high school students and offers specific suggestions on helping students to get through "Meredithian" style.

726. Clerc, Charles. "On Spirit Booster Literature." 56(Dec. 1967): 1255–62.

Offers an annotated list of twenty-three modern novels and twelve plays that present an optimistic, affirmative view of life. Also suggests a number of short novels, the work of several poets, and a few nonfiction works that counteract the pessimism of much modern literature.

727. Davis, James E. "Recent Trends in Fiction for Adolescents." 56(May 1967): 720–24.

Compares junior novels written after 1959 with those written before that time and concludes that the junior novel is being perpetuated, with some changes in thematic emphasis and some interesting experimentation, and that many of the recent junior novels are quite well written. Contains a list of twenty-three selected novels.

728. Devine, Joseph E. "The Truth about *A Separate Peace.*" 58(Apr. 1969): 519–20.

Attacks some analyses of John Knowles's novel and offers an interpretation of the work in which Phineas is characterized as a German spy. A satirical illustration of the illusiveness of literary interpretation.

729. Graber, Ralph S. "Baseball in American Fiction." 56(Nov. 1967): 1107–14.

Narrates the history of baseball in American fiction from Mark Twain's passage in *A Connecticut Yankee* (1889) to Irwin Shaw's *Voices of a Summer Day* (1965).

730. Granata, May. "Pip's Great Expectations and Ours." 54(Sept. 1965): 525–29.

Advocates studying literature for its own sake and as an art, not for superficial reasons. Emphasizes the need for a common literary heritage, pointing out the qualities of Dickens's *Great Expectations* in support of its inclusion in English classes.

731. Granite, Harvey R. "Good Books for 'Lower-Class' Students." 54(Oct. 1965): 585–91.

Contends that the present high school curriculum favors the middle-class and that books for the culturally different students are unrelated to their lives. Maintains that teachers should teach taste and perception along with the mechanics of reading. Recommends novels of literary merit that appeal to the students.

732. Gropper, Esther C. "Literature for the Restive: Hermann Hesse's Books." 59(Dec. 1970): 1221–28.

Describes a program which stimulated increased student involvement and satisfaction by allowing students to select for study the work of an author who seemed to deal with the problems they faced. Discusses the subsequent treatment of the four novels by Hesse that were selected: *Siddhartha, Demian, Narcissus and Goldmund,* and *Beneath the Wheel.*

733. Hirshberg, Edgar W. "George Eliot and Her Husband." 56(Sept. 1967): 809–17.

Describes the "supremely romantic story" of the relationship between George Eliot and George Henry Lewes, and details the effect of Lewes on George Eliot's literary career.

734. Lewis, Florence. "How I Planted the Aspidistra." 54(Dec. 1965): 874–76.

Reports how the author first fell in love with the work of George Orwell.

735. McCalib, Paul T. "Try an Attitude Survey." 55(Dec. 1966): 1175–79, 1209.

Presents two forms of an attitude scale on one element in marriage—sharing—to identify students' attitudes which might influence their response to *Giants in the Earth.*

736. Solo, Leonard. "Epitome! How to Begin a Book." 56(Oct. 1967): 1023–24.

Recommends focusing on the meaning of one carefully chosen paragraph as a technique for beginning class discussion on a novel. Suggests effective paragraphs for a

dozen major works, using *Silas Marner* as an example.

737. Steinley, Gary. "The Contemporary American Novella: An Existential Approach." 59(Jan. 1970): 52–58.

Urges the adoption of an elective course on the modern American novella. Describes a unit studying five novellas, by Steinbeck, Barrett, Styron, and others. Offers a list of other novellas that are appropriate to such a unit.

See also: 391, 473, 554, 1041.

2. Analysis of Specific Novels

a. Novels Written Prior to 1900

NOTE: For direct access to a specific title or author, consult the "Literary Works and Their Authors" index.

738. Bohling, Beth. "Why 'Michael Henchard'?" 55(Feb. 1966): 203–4, 207.

Discusses several reasons for Hardy's choice of his protagonist's name in *The Mayor of Casterbridge*. Also briefly mentions the underlying meaning of the names of other characters in the novel.

739. Boring, William C. "More's *Utopia:* An Introduction for High School Students." 56(Sept. 1967): 848–51.

Presents a method of teaching Thomas More's *Utopia* and the concept of utopia in general.

740. Brown, Dorothy S. "Thesis and Theme in *Uncle Tom's Cabin.*" 58(Dec. 1969): 1330–34, 1372.

Discusses the evils of slavery and the power of love as presented in Harriet Beecher Stowe's novel.

741. Byers, Iva B. "Teaching Point of View from *David Copperfield.*" 56(Dec. 1967): 1273–75.

Demonstrates a method of delineating characters in Dickens's novel by analyzing what they say about themselves, what other characters say about them, and what Dickens reveals about them.

742. Campbell, Josie P. "Deceit and Violence: Motifs in *The Narrative of Arthur Gordon Pym.*" 59(Feb. 1970): 206–12.

Traces the motif of deceit with its concomitant violence through the prologue and two major episodes of Poe's novel.

743. Christ, Henry I. "Semantics and Thomas Hardy." 54(Nov. 1965): 738–40.

Analyzes *The Return of the Native* using a semantics approach which examines the tragedy of failing to communicate.

744. D'Ambrosio, Michael A. "*Alice* for Adolescents." 59(Nov. 1970): 1074–75, 1085.

Explicates Lewis Carroll's *Alice's Adventures in Wonderland* as a graphic account of the adult world as viewed through the eyes of a child. Concludes that both *Alice* and *Through the Looking Glass* attempt to establish a rapport between the child's and the adult's world.

745. Dunn, Richard J. "*David Copperfield:* All Dickens Is There." 54(Dec. 1965): 789–94.

Analyzes aspects of the novel, lauding Dickens's perspective of childhood, his characterizations, and comic genius.

746. Gibson, Donald B. "Mark Twain's Jim in the Classroom." 57(Feb. 1968): 196–99, 202.

Evaluates criticism leveled against teaching *The Adventures of Huckleberry Finn* and advocates presenting the novel, with its complexities and compromises.

747. Golatta, John. "*Pere Goriot* and *King Lear.*" 56(Dec. 1967): 1288–89.

Suggests that the theme of filial ingratitude in Balzac's work makes it a particularly appropriate companion piece to *King Lear.*

748. Gold, Joseph. "Charles Dickens and Today's Reader." 58(Feb. 1969): 205–11.

Discusses the form of Dickens's novels as developing from an allegorical to an existential journey. Praises the novelist's skill in blending social satire, moral analysis, and psychological insight and in employing fo-

cusing techniques that are now standard practice in movie making.

749. Greenspan, Elaine. "Tolstoy: Colossus in the Classroom." 57(Oct. 1968): 965–71.

Recommends teaching Tolstoy's *War and Peace* by beginning with a lecture on the major preoccupations of Tolstoy's world and then by reading the book according to a weekly assignment schedule, going through the book chapter by chapter with the class, giving short quizzes en route. Notes major themes in the novel.

750. Howard, Frances K. "The Catalyst of Language: Melville's Symbol." 57(Sept. 1968): 825–31.

Explicates the role of language as symbol and catalyst in Herman Melville's *Bartleby the Scrivener: A Story of Wall Street.*

751. Josephs, Lois S. "Teaching *Moby Dick:* A Method and an Approach." 56(Nov. 1967): 1115–19.

Urges the teaching of *Moby Dick* for its value to students living in an age of relativity. Discusses sections of the work which the author found provoked the most discussion and thought among her students.

752. Lasser, Michael L. "Mirror Imagery in *The Scarlet Letter.*" 56(Feb. 1967): 274–77.

Explicates Hawthorne's half-dozen references to mirror imagery in *The Scarlet Letter,* concluding that they provide a view of truth in reflecting the truth of the human heart.

753. Lincks, John F. "The Close Reading of *Hard Times.*" 58(Feb. 1969): 212–18.

Examines passages from this short Dickens novel for the insight they give into an overview of the novel through increased awareness of the coherence, tone, structure, themes, and the harmony between themes and techniques.

754. McNamara, Eugene. "Holden as Novelist." 54(Mar. 1965): 166–70.

Contrasts the narrators in Dickens's *David Copperfield* and Salinger's *Catcher in the Rye* with respect to their attitudes toward life, tradition, and art.

755. Magers, Joan. "The Role-playing Technique in Teaching a Novel." 57(Oct. 1968): 990–91.

Recommends increasing students' understanding of classic novels such as *Great Expectations* through role-playing or sociodrama.

756. Pelletier, Gaston. "*Red Badge* Revisited." 57(Jan. 1968): 24–25, 99.

Faults Stephen Crane's *The Red Badge of Courage* for its "word-for-word's-sake" use of language, especially its reality-obscuring use of colors and sounds.

757. Powell, Pansye H. "On Teaching *The Return of the Native.*" 54(Mar. 1965): 217–22.

Explains methods used in teaching Hardy's novel and describes students' response to it.

758. Roby, Kiley E. "In Defense of an Old Thing." 56(Nov. 1967): 1140–41.

Defends Scott's *Ivanhoe* as a teaching device, showing the elements of the novel.

759. Simmons, Susan. "Pip—a Love Affair." 58(Mar. 1969): 416–17.

Offers a test on *Great Expectations* that illustrates a method of helping students recognize the relationship between what they read and their own lives.

760. Stein, Ruth. "The ABCs of Counterfeit Classics: Adapted, Bowdlerized, and Condensed." 55(Dec. 1966): 1160–63.

Describes five "adaptations" of Mark Twain's *The Adventures of Huckleberry Finn,* concluding that they present only the skeleton of the famous work; "the heart and soul are gone."

761. Stokes, Gary. "The Dansker, Melville's Manifesto on Survival." 57(Oct. 1968): 980–81.

Discusses Dansker's function in *Billy Budd* and comments upon similarities between Dansker and Melville.

762. Tanner, Bernard R. "Tone as an Approach to *The Scarlet Letter.*" 53(Oct. 1964): 528–30.

Shares an approach to teaching the novel based on a classification of six types of statements and tone.

See also: 517, 698, 765.

b. Twentieth-Century Novels

NOTE: For direct access to a specific title or author, consult the "Literary Works and Their Authors" index.

763. Adkins, Carl A. "A Novel for High School Seniors: Hal Borland's *When the Legends Die.*" 57(Jan. 1968): 30–33.

Analyzes the novel's structure and characters and summarizes its plot.

764. Alley, Alvin D. "*The Centaur:* Transcendental Imagination and Metaphoric Death." 56(Oct. 1967): 982–85.

Analyzes the linguistic and structural mobility of John Updike's novel.

765. Bartel, Roland. "Proportioning in Fiction: *The Pearl* and *Silas Marner.*" 56(Apr. 1967): 542–46, 560.

States that an awareness of proportioning is helpful in studying works in all genres and analyzes *The Pearl* and *Silas Marner,* using this "quantitative approach" to their central themes.

766. Bennett, Michael Alan. "The Theme of Responsibility in Miller's *A Canticle for Leibowitz.*" 59(Apr. 1970): 484–89.

Proposes that the acceptance or rejection of individual responsibility is the major theme in Walter M. Miller's science fiction novel and traces the theme through the novel.

767. Biderson, Ellis. "Joyce Without Fear." 57(Feb. 1968): 200–202.

Discusses teaching *Portrait of the Artist as a Young Man* for insight into adolescence and adulthood, and realization of the importance of individuality. Emphasizes basic story, style, and theory of art.

768. Bloch, Alice. "Sight Imagery in *Invisible Man.*" 55(Nov. 1966): 1019–21, 24.

Identifies sight and the lack of it as key images in Ralph Ellison's *Invisible Man* and discusses the novel in terms of these images.

769. Brandriff, Welles T. "The Role of Order and Disorder in *The Long March.*" 56(Jan. 1967): 54–59.

Presents an analysis of William Styron's short novel in terms of the conflict between order and disorder in Culver's life.

770. Bruell, Edwin. "Keen Scalpel on Racial Ills." 53(Dec. 1964): 658–61.

Endorses teaching *Cry, the Beloved Country* and *To Kill a Mockingbird* in order to foster insight into social and personal problems. Analyzes and compares the two novels.

771. Collamore, Elizabeth. "False Starts and Distorted Vision in *April Morning.*" 58(Nov. 1969): 1186–88.

An analysis of Howard Fast's novel reveals that the confusing "road signs" he places throughout it may have been intentionally confusing.

772. Daigon, Arthur. "The Strange Case of Nancy Drew." 53(Dec. 1964): 666–69.

Attempts to account for the popularity of Carolyn Keene's Nancy Drew mystery series by relating the content to the interests and characteristics of preadolescent girls.

773. Dieter, Lynn. "Behavioral Objectives in the English Classroom: A Model." 59(Dec. 1970): 1259–62, 1271.

Illustrates a general unit on characterization analysis using behavioral objectives in a study of *Shane* by Jack Schaeffer.

774. Donlan, Dan M. "The White Trap: A Motif." 59(Oct. 1970): 943–44.

Discusses Richard Wright's use of the color white as a motif running through *Native Son.*

775. Drake, Phyllis. "Homer in *2001.*" 59(Dec. 1970): 1270–71.

Offers a comparison of Arthur C. Clarke's science fiction novel *2001: A Space Odyssey* and *The Odyssey* of Homer.

776. Ducharme, Edward R. "The Door Must Open." 53(Dec. 1964): 670–73, 688.

Contends that contemporary literature has an important place in the classroom. Describes a unit on Updike's *The Poorhouse Fair.*

777. Ducharme, Edward R. "A Canticle for Miller." 55(Nov. 1966): 1042–44.

Presents reasons for Walter M. Miller's *A Canticle for Leibowitz's* being "worthy of inclusion in today's curriculum."

778. Ellis, James. "*A Separate Peace:* The Fall from Innocence." 53(May 1964): 313–18.

Praises and summarizes Knowles's novel by analyzing its structure and sets of symbols.

779. Ely, Sister M. Amanda. "The Adult Image in Three Novels of Adolescent Life." 56(Nov. 1967): 1127–31.

Discusses the role and image of adults in *Lord of the Flies, A Separate Peace,* and *The Catcher in the Rye.*

780. Feger, Lois. "The Dark Dimension of Willa Cather's *My Ántonia.*" 59(Sept. 1970): 774–79.

Reveals the dark and hidden elements of the violence and negation of human life that are found in the novel's imagery, the work as *bildungsroman,* and the inserted narratives or anecdotes.

781. Fennimore, Flora. "Developing the Adolescent's Self-Concept with Literature." 59(Dec. 1970): 1272–75, 1278.

Uses Ester Wier's *The Loner* to illustrate how the development of a character's self-concept is depicted in a novel and how the depiction can be internatlized by adolescents when reading a novel.

782. Fifield, Merle. "Fantasy in and for the Sixties." 55(Oct. 1966): 841–44.

Urges the use of works such as Tolkien's *The Lord of the Rings* to encourage students' free imagination and creativity. Explicates the trilogy in terms of the triumph of "the little man" over modern evils.

783. Foran, Donald J. "A Doubletake on Holden Caulfield." 57(Oct. 1968): 977–79.

Analyzes several episodes in J. D. Salinger's *The Catcher in the Rye* which show that Holden lives in a "world-proof world" of his own making, and that Phoebe Caulfield is Holden's closest tie to reality.

784. Fracht, Sylvia. "A Study of Kamala Markandaya's *A Handful of Rice.*" 57(Nov. 1968): 1143–46.

Analyzes *A Handful of Rice* and traces several themes through the novel.

785. Frances, Sister Marian. "Corruption as Agent in the *Narcissus.*" 56(May 1967): 708–15.

Explicates Joseph Conrad's *The Nigger of the "Narcissus"* through the corruption of the ship, crew, and major characters.

786. Geller, Robert. "'Dear Benjamin:'." 58(Mar. 1969): 423–25.

Praises Mike Nichols's *The Graduate* and compares its protagonist, Benjamin, to Holden Caulfield of *The Catcher in the Rye.* Contains a high school editorial addressed to "Dear Benjamin."

787. Giltinan, Betty. "A Small Success with the Slow." 57(Mar. 1968): 402–4, 408.

Discusses the advantages of teaching Frank Gilbreth, Jr.'s and Ernestine Gilbreth Carey's *Cheaper by the Dozen* to slow students and presents a method for teaching it. Includes a sample vocabulary list and a sample quiz.

788. Goldstein, Sidney. "The Death of Per Hansa." 56(Mar. 1967): 464–66.

Discusses the reasons for and causes of the death of Per Hansa of Rolvaag's *Giants in the Earth.*

789. Golub, Lester S. "Syntactic and Lexical Problems in Reading Faulkner." 59(Apr. 1970): 490–96.

Explains how Faulkner molds and manipu-

lates the syntactic, lexical, and dialectic features of language in *Light in August*.

790. Greiling, Franziska Lynne. "The Theme of Freedom in *A Separate Peace*." 56(Dec. 1967): 1269–72.

Explicates *A Separate Peace* in terms of Gene's and Phineas's representations of Greek ideals, stating that by the end of the book Gene more than Phineas has attained *arete*, unity.

791. Greiner, Donald J. "Universal Snopesism: The Significance of 'Spotted Horses'." 57(Nov. 1968): 1133–37.

Examines the "Spotted Horses" passage in William Faulkner's *The Hamlet* for those aspects that make it the pivotal episode in the novel. See also item 858.

792. Grimsley, Juliet. "*The Martian Chronicles:* A Provocative Study." 59(Dec. 1970): 1239–42.

Indicates the relevance of Ray Bradbury's *The Martian Chronicles* for the high school English class, by pointing out passages in this science fiction work that deal with war, ecology, inequality, and materialism.

793. Gulbin, Suzanne. "Parallels and Contrasts in *Lord of the Flies* and *Animal Farm*." 55(Jan. 1966): 86–88, 92.

Presents nine points of comparison and contrast between Golding's *Lord of the Flies* and Orwell's *Animal Farm*.

794. Guyol, Hazel Sample. "The Lord Loves a Cheerful Corpse." 55(Oct. 1966): 863–66.

Discusses the protagonist of John Updike's *The Centaur*–George Caldwell–deciding that he is, among other things, "a living, breathing comic character."

795. Hamblen, Charles F. "Bradbury's *Fahrenheit 451* in the Classroom." 57(Sept. 1968): 818–19, 824.

Urges teaching Ray Bradbury's *Fahrenheit 451* for its success in projecting a "hollow, brutalizing negative utopia."

796. Hand, Harry E. "Transducers and Hemingway's Heroes." 55(Oct. 1966): 870–71.

Makes the analogy between "a transducer with an input and output, and the Hemingway hero responding to the world and acting out a code."

797. Hart, Evalee. "Aboard the *Narcissus*." 56(Jan. 1967): 45–48.

Offers a guide to teaching Conrad's *The Nigger of the "Narcissus,"* including sixteen study questions and five topics for student essays.

798. Houghton, Donald E. "The Failure of Speech in *The Ox-Bow Incident*." 59(Dec. 1970): 1245–51.

Analyzes the speeches of the principal characters in Walter Van Tilburg Clark's novel, indicating the relationship between speech and action in the novel.

799. Karsten, Ernest E. "Thematic Structure in *The Pearl*." 54(Jan. 1965): 1–7.

Discusses the main themes of Steinbeck's novel in relation to its structure and specific descriptions.

800. King, Almeda. "Christianity Without Tears: Man Without Humanity." 57(Sept. 1968): 820–24.

Explicates Aldous Huxley's *Brave New World* in terms of the relationship between humanity and happiness.

801. LaHood, Marvin J. "*The Light in the Forest:* History as Fiction." 55(Mar. 1966): 298–304.

Praises Conrad Richter's novel for being a historically accurate representation of the life of the Delaware Indians in eighteenth-century America. Explicates the novel in terms of its accuracy.

802. Lederer, Richard H. "Student Reactions to *Lord of the Flies*." 53(Nov. 1964): 575–79.

Synthesizes tenth grade students' responses in analyzing the novel.

803. Lederer, Richard H., and Rev. Paul Hamilton Beattie. "*African Genesis* and

Lord of the Flies: Two Studies of the Beastie Within." 58(Dec. 1969): 1316–21, 1337.

Relates views from Robert Ardrey's essay regarding the origin and evolution of man, to William Golding's attempts to trace society's defects to the defects of human nature in his novel.

804. Leeper, Faye. "What Is in the Name?" 59(Jan. 1970): 63–64.

Contains a synopsis of Chaim Potok's *The Chosen* and an analysis of the title.

805. Levitt, Leon. "Trust the Tale: A Second Reading of *Lord of the Flies.*" 58(Apr. 1969): 521–22, 33.

Disagrees with the present way of teaching Golding's novel and offers a different point of view in which the boys, far from regressing to a basic state of human nature, only act out the values that their culture has already imposed on them.

806. Lillard, Stewart. "Ellison's Ambitious Scope in *Invisible Man.*" 58(Sept. 1969): 833–39.

Explicates the novel as a "most successful attempt" to produce the great American Negro epic, an odyssey in disguise.

807. McCarthy, John F. "A New Look at an Old Street." 57(Oct. 1968): 985–87.

Recommends using John Fischer's article "Four Choices for Young People" to help students relate Sinclair Lewis's ideas in *Main Street* to problems of today.

808. Macaree, David. "The Study of Humorous Fiction and *The Education of H*°*Y*°*M*°*A*°*N K*°*A*°*P*°*L*°*A*°*N.*" 57(Mar. 1968): 334–38.

Encourages the teaching of comedy and provides an analysis of the comic qualities of Leonard Q. Ross's book, its structure, and its main characters.

809. Martin, Jerome. "Symbol Hunting Golding's *Lord of the Flies.*" 58(Mar. 1969): 408–13.

Describes an exercise to "cure" students of reading *into* a novel by having them analyze *Lord of the Flies* as one boy's experience of the puberty crisis.

810. Martin, R. Glenn. "Diction in Warren's *All the King's Men.*" 58(Nov. 1969): 1169–74.

Analyzes the way in which diction enlarges and deepens Robert Penn Warren's novel; applies dialect study to the criticism of fiction.

811. Mellard, James M. "Counterpoint as Technique in *The Great Gatsby.*" 55(Oct. 1966): 853–59.

Contends that the major technical device in *The Great Gatsby* is the technique of counterpoint in characterization, setting, and narrative structure. Explicates the novel in terms of this theory.

812. Mengeling, Marvin E. "*A Separate Peace:* Meaning and Myth." 58(Dec. 1969): 1322–29.

Analyzes *A Separate Peace* as emanating from two chief levels of significance: the literal, and particularly the mythic with emphasis on Phineas's role as a personification of the Greek ideal.

813. Moore, Robert P. "The World of Holden." 54(Mar. 1965): 159–65.

Analyzes Salinger's *Catcher in the Rye* through the thoughts and actions of its protagonist, Holden Caulfield.

814. Muccigrosso, Robert M. "Conrad's *Lord Jim:* Teaching the First Chapter." 55(Nov. 1966): 1039–41.

Encourages teachers to stimulate student interest in *Lord Jim* by reading the first chapter aloud in class. Indicates ways of providing for students' difficulties with this chapter.

815. Muradian, Thaddeus. "The World of Updike." 54(Oct. 1965): 577–84.

Examines the main motifs in several Updike works: (1) childhood memories or the past, (2) pain and loneliness, (3) death, and (4) the Hope. Suggests their significance.

816. Pearson, Roger L. "Gatsby: False

Prophet of the American Dream." 59(May 1970): 638–42, 645.

Suggests that F. Scott Fitzgerald's novel relates the frustration and failure of the American dream of success through materialism. Identifies several significant religious images in the novel which forecast this failure.

817. Powell, Marian C. "An Approach to Teaching *The Secret Sharer*." 56(Jan. 1967): 49–53, 96.

Describes an approach to Conrad's *The Secret Sharer* through the narrator-captain-author. Contains twenty-six questions used to stimulate discussion, and a bibliography of materials used in constructing the lesson plan.

818. Reichard, Daniel P. "'None Are to Be Found More Clever than Ernie'." 58(May 1969): 668–72.

Presents and evaluates segments of Ernest Hemingway's high school journalistic efforts. Cites one serious poem entitled "The Worker."

819. Roody, Sarah I. "Teaching Conrad's *Victory* to Superior High School Seniors." 58(Jan. 1969): 40–46.

Presents an introduction and four units on Conrad's *Victory* which deal with understanding the story, leitmotifs, doubles, and Conrad's speaking voice. All units include assignments.

820. Roos, Richard. "Middle Earth in the Classroom: Studying J. R. R. Tolkien." 58(Nov. 1969): 1175–80.

Analyzes the four roles that Tolkien plays in *The Hobbitt* and *The Lord of the Rings:* novelist, linguist, poet, and mythologist.

821. Scoville, Samuel. "The *Weltanschauung* of Steinbeck and Hemingway: An Analysis of Themes." 56(Jan. 1967): 60–63, 66.

Compares and contrasts the world views expressed in Steinbeck's *The Pearl* and Hemingway's *The Old Man and the Sea.*

822. Shuman, R. Baird. "Hearn's Gift from the Sea: *Chita.*" 56(Sept. 1967): 822–27.

Explicates Lafcadio Hearn's *Chita: A Memory of Last Island* in terms of style and structure.

823. Shuman, R. Baird. "Portis's *True Grit:* Adventure Story or *Entwicklungsroman*?" 59(Mar. 1970): 367–70.

Explicates Charles Portis's work as a "developmental novel" centering on the scenes of initiation which mark the protagonist's coming to adulthood.

824. Shuman, R. Baird. "Initiation Rites in Steinbeck's *The Red Pony.*" 59(Dec. 1970): 1252–55.

Explicates the four divisions of *The Red Pony* as chronicling the initiation rites of the protagonist, Jody.

825. Silkowski, Daniel R. "*Lord Jim*: 'Big Deal'." 59(Sept. 1970): 780–81.

Suggests some topics for class discussions of Conrad's novel based on an analysis of the protagonist's failure to perform his duty.

826. Sisario, Peter. "A Study of the Allusions in Bradbury's *Fahrenheit 451.*" 59(Feb. 1970): 201–5, 212.

Uses Ray Bradbury's short novel to show students the value of studying an author's use of specific allusions in a work of fiction. Examines the literary and biblical allusions in the work.

827. Stoen, Don. "Seeing with New Eyes." 59(Dec. 1970): 1256–58.

Suggests the value of teaching Richard McKenna's novel *The Sand Pebbles* to high school students. Contains discussion and theme topics and a list of related fiction and nonfiction books.

828. Tanner, Bernard R. "The Gospel of Gatsby." 54(Sept. 1965): 467–74.

Maintains that Fitzgerald's *The Great Gatsby* is an extensive parody of the life of Christ; supports this by comparing incidents and characters in the novel to those in the Gospel According to St. John.

829. Taylor, William L. "Frodo Lives." 56(Sept. 1967): 818–21.

Urges English teachers to seize the moment and teach *The Lord of the Rings* now. Discusses its value as a literary experience that heightens students' awareness of important literary devices and concepts.

830. Veidemanis, Gladys. "*Lord of the Flies* in the Classroom—No Passing Fad." 53(Nov. 1964): 569–74.

Encourages including Golding's novel in the curriculum because of its appeal, compactness, literary merit, and pertinent themes. Outlines a teaching unit on the novel.

831. Witherington, Paul. "*A Separate Peace:* A Study in Structural Ambiguity." 54(Dec. 1965): 795–800.

Presents an analysis of the novel in which Gene moves from a sharing of Finney's idealism to a more realistic grasp of the world. Discusses the relationship and characters of Finney and Gene, observing that ambiguity is used to demonstrate the complexity of people and their emotions.

832. Wyld, Lionel D. "Fiction, Fact, and Folklore: The World of *Chad Hanna*." 56(May 1967): 716–19.

Explicates Walter D. Edmonds's novel as a work of entertainment which succeeds through its blend of fact and fiction with the folklore of Jacksonian America.

See also: 502, 541, 565, 568, 719, 754, 852, 859, 1089, 1100.

G. Short Story

NOTE: For direct access to a specific title or author, consult the "Literary Works and Their Authors" index.

833. Becker, Laurence A. "'The Jilting of Granny Weatherall': The Discovery of Pattern." 55(Dec. 1966): 1164–69.

Presents a lesson plan for teaching Katherine Ann Porter's "The Jilting of Granny Weatherall" to tenth grade students as illustrating the "patterned experience" that is literature.

834. Bell, Arthur H. "Brats and Bayonets: The Rhetorics of 'The Children's Campaign'." 58(Oct. 1969): 1038–41.

Analyzes Pär Lagerkvist's use of devices of fantasy in his short story "The Children's Campaign"—especially the use of detachment, intensity, contrast—and the devices of satire.

835. Benson, Warren B. "Faulkner for the High School: 'Turnabout'." 55(Oct. 1966): 867–69, 874.

Analyzes Faulkner's short story "Turnabout" and urges its presentation to high school students as illustrating "courage and honor and hope and pride and compassion and pity and sacrifice."

836. Bluefarb, Sam. "Bernard Malamud: The Scope of Caricature." 53(May 1964): 319–26, 335.

Discusses specific characters created by Malamud and compares them to those of Sholem Aleichem, O. Henry, and the Bible. Points out the moralistic and allegorical significance of Malamud's writing.

837. Doyle, Paul A. "Pearl S. Buck's Short Stories: A Survey." 55(Jan. 1966): 62–68.

Provides background and brief analyses for several of Mrs. Buck's short stories found in *The First Wife and Other Stories, Today and Forever, Far and Near,* and *Fourteen Stories.*

838. Dunning, Stephen. "'I Really Liked It': Short Stories and Taste." 57(May 1968): 670–79.

States that the role of the teacher is to involve students in issues of taste. Illustrates this theory by means of a comparative analysis of two short stories: S. I. Kishor's "Appointment with Love" and John Collier's "The Chaser." The text of the stories is included.

839. Ellis, James. "The Allusions in 'The Secret Life of Walter Mitty'." 54(Apr. 1965): 310–13.

Analyzes the allusions and the role of Mitty's unconscious in shaping the allusions, revealing the extent to which Mitty is

estranged from the real world and controlled by romance.

840. Finnegan, Barbara C. "An Analysis of O'Connor's 'First Confession'." 59(Jan. 1970): 48–51.

Discusses the characterization, theme, plot, and diction of the short story and offers suggestions for teaching it.

841. Frederiksen, Mildred. "'Markheim'." 56(Sept. 1967): 852–54.

Suggests a lesson plan that uses Stevenson's short story "Markheim" to illustrate recurrent themes and allusions.

842. Friedrich, Gerhard. "The English Teacher and the Process of Communication." 55(Jan. 1966): 19–27.

Defines the English teacher's role in combatting the "ugliness and costly inefficiency of verbal muddling" and urges the study of language in works of literature.

843. Fuller, Mary Elbin. "The Subtle Metaphor." 57(May 1968): 708–9.

Discusses Stephen Crane's subtle use of the metaphor of the sea as a wild animal in "The Open Boat."

844. Graham, Ballew. "'Silent Snow, Secret Snow': The Short Story as Poem." 57(May 1968): 693–95.

Suggests approaching the short story as if it were a lyric poem. Illustrates the approach by analyzing Conrad Aiken's use of symbolism, metaphor, alliteration, and juxtaposition in "Silent Snow, Secret Snow."

845. Jacoby, Susan, and Richard J. Lavigne. "The Super Short Story." 56(Sept. 1967): 855–57.

Suggests thirteen activities that are applicable to the study of the short story.

846. Korn, Barbara. "Form and Idea in Hemingway's 'Big Two-Hearted River'." 56(Oct. 1967): 979–86.

Explains how the integration of characterization, style, symbolism, and plot in "Big Two-Hearted River" creates a relevant theme and an exciting story for students.

847. Langer, Frank. "The Jar of Umuoba." 55(Nov. 1966): 1035–38.

Describes the technique of an English teacher in Nigeria who overcame cultural obstacles and stimulated student interest in Poe's "The Cask of Amontillado" by encouraging his students to write an African version, "The Jar of Umuoba."

848. Lansu, Helvi. "The Shape of Literature." 54(Sept. 1965): 520–24.

Uses Connell's "The Most Dangerous Game," Richter's "Early Marriage," and Steinbeck's "Flight" to demonstrate how students can gradually develop an understanding of three levels of literary structure: (1) plot, (2) theme, (3) tone.

849. Lee, Helen. "Clue Patterns in 'Rip Van Winkle'." 55(Feb. 1966): 192–94.

Analyzes Irving's "Rip Van Winkle," concentrating on the "pattern of plot, setting, character, and language clues" that foreshadow future events in the tale.

850. Lee, Helen. "Possibilities of Pym." 55(Dec. 1966): 1149–54.

Explicates Edgar Allan Poe's *The Narrative of Arthur Gordon Pym* and urges its inclusion in the high school curriculum.

851. Levine, Ruth J. "A Question of Focus." 59(Jan. 1970): 40–42.

Believes that the meaning of a story is a question of how it is told and considers, in that light, two aspects of Sillitoe's short story "On Saturday Afternoon": the diction and the psychological insight.

852. McCarthy, John F. "Human Intelligence Versus Divine Truth: The Intellectual in Flannery O'Connor's Works." 55(Dec. 1966): 1143–48.

Discusses Miss O'Connor's characterization of intellectuals throughout her life as indicative of a conflict between human intelligence and divine truth. Shows that the failure of the intellectuals is due to their inability to recognize the divine scheme of redemption.

853. Mengeling, Marvin E. "Characteriza-

tion in 'Rip Van Winkle'." 53(Dec. 1964): 643–46.

Examines Irving's story and his intention to depict a world in transition by focusing on the methods that he successfully employed: (1) relating Rip's character to his environment, and (2) representing the others in the story by caricature.

854. Miletich, Phyllis. "An Ariadne's Thread to Theme and Its Interpretation." 55(Mar. 1966): 324–27.

Proposes a four-step program for the teaching of "theme" based on character analysis. Uses Willa Cather's "The Sculptor's Funeral" as an illustration.

855. Nevi, Charles N. "Irony and 'The Cask of Amontillado'." 56(Mar. 1967): 461–63.

Presents Poe's short story as an ideal model for teaching irony.

856. Peltzie, Bernard E. "Teaching Meaning Through Structure in the Short Story." 55(Sept. 1966): 703–9, 719.

Demonstrates how structure—"the shape, the development of a story"—can be used in teaching the short story. Uses "The Open Window" by Saki and "The Fly" by Katherine Mansfield as illustrations.

857. Petrarca, Anthony J. "Irony of Situation in Ernest Hemingway's 'Soldier's Home'." 58(May 1969): 664–67.

Explicates this short story in terms of the irony of situation which it utilizes.

858. Sanderson, James L. "'Spotted Horses' and the Theme of Social Evil." 57(May 1968): 700–704.

Explicates Faulkner's short story "Spotted Horses" for its images of social evil, and concludes that the primary source of the social evil is Flem Snopes. See also item 791.

859. Scoville, Samuel. "To Conceive of the Devil." 58(May 1969): 673–75.

Compares Nathaniel Hawthorne's "Young Goodman Brown" to Ira Levin's *Rosemary's Baby* by outlining differences in the way the two works handle traditional material.

860. Simpson, Ray H., and Anthony Soares. "Best- and Least-Liked Short Stories in Junior High School." 54(Feb. 1965): 108–11.

Describes a study that determined the main characteristics of best-liked stories, with hypothetical explanations as to why these characteristics were significant. Found that stories chosen by adults were not necessarily of interest to students. Table.

861. Stephens, Rosemary. "Students, Mr. Conrad." 57(Feb. 1968): 188–90.

Believes analyzing Joseph Conrad's short story "An Outpost of Progress" for an awareness of style and meaning through characterization will develop useful skills for further study of literature.

862. Sundell, Carl. "The Architecture of Walter Mitty's Secret Life." 56(Dec. 1967): 1284–87.

Praises the structure of Thurber's "The Secret Life of Walter Mitty" and discusses the conflict of man vs. man, man vs. society, man vs. self, and man vs. nature as found in the short story.

863. Tibbetts, A. M. "Stephen Crane's 'The Bride Comes to Yellow Sky'." 54(Apr. 1965): 314–16.

Asserts that the story is often misread as an allegory, and offers possible reasons for misinterpretation. Claims that Crane's story is really a comedy, and supports this claim with an analysis of the story.

864. Tressin, Deanna. "Toward Understanding." 55(Dec. 1966): 1170–74.

Presents a plan which the author used to teach a unit in understanding to his twelfth grade honors class. Employs an analysis of four stories: Willa Cather's "Paul's Case," F. Scott Fitzgerald's "The Freshest Boy," Graham Greene's "The Basement Room," and Conrad Aiken's "Silent Snow, Secret Snow."

865. Walters, Thomas N. "On Teaching William Faulkner's 'Was'." 55(Feb. 1966): 182–88.

Analyzes Faulkner's use of time, humor,

parallel structure, narrative technique, and symbols in his short story "Was."

866. Wechsler, Diane. "An Analysis of 'The Prison' by Bernard Malamud." 59(Sept. 1970): 782–84.

Explains the theme of the short story as centering on one man's failure through his inability to make a choice.

867. Witherington, Paul. "Stephen Crane's 'A Mystery of Heroism': Some Redefinitions." 58(Feb. 1969): 201–4.

Critically analyzes Crane's use of irony in his first short story about war.

868. Wood, Clifford A. "Teaching Hawthorne's 'The Celestial Railroad'." 54(Oct. 1965): 601–5.

Gives reasons for teaching this satirical allegory, relating it to Bunyan's *The Pilgrim's Progress* and Unitarianism.

869. Zarro, Joseph A. "Understanding Zap." 57(May 1968): 654–56, 669.

Discusses how Ambrose Bierce's "An Occurrence at Owl Creek Bridge" and Robert Enrico's film of the same title can provide students with a worthwhile learning experience. Contains ten discussion questions.

See also: 147, 457, 791, 796, 808, 815.

H. Nonfiction: Essay, Biography, and Autobiography

NOTE: For direct access to a specific title or author, consult the "Literary Works and Their Authors" index.

870. Betts, Leonidas. "The 'Unfathomably Mysterious' *Let Us Now Praise Famous Men.*" 59(Jan. 1970): 44–47, 51.

Critically appraises James Agee's and Walker Evans's book.

871. DeRoo, Edward. "Six Specks on a Graham Cracker." 55(Nov. 1966): 1032–35.

Describes some techniques that are useful for teaching Thor Heyerdahl's *Kon-Tiki.*

872. Keller, Richard M. "Essay Study on a Single Theme." 53(Mar. 1964): 205–6.

Gives reasons for using *Great Essays in Science* in English class, and recommends reading that focuses on a single theme.

873. Keskinen, Kenneth. "'Shooting an Elephant'—an Essay to Teach." 55(Sept. 1966): 669–75.

Discusses Orwell's essay from the standpoint of diction and structure, as a model for student writing, and as a relevant and significant statement of our time.

874. Pitcole, Marcia. "*Black Boy* and Role Playing: A Scenario for Reading Success." 57(Nov. 1968): 1140–42.

Describes a means of motivating students to read Richard Wright's *Black Boy* by asking them to react to eighteen specific situations in the book.

875. Rank, Hugh. "The Rhetorical Effectiveness of *Black Like Me.*" 57(Sept. 1968): 813–17.

Analyzes the structural and stylistic methods John Howard Griffin employed to make *Black Like Me* rhetorically effective; discusses the writer-reader relationship and the *ethos* of the writer.

876. Rinzler, Elsie E. "Thoreau: The Medium and His Message." 57(Nov. 1968): 1138–39, 1146.

Describes a successful approach to a unit on *Walden* and "Civil Disobedience" involving a student panel which answers questions on Thoreau's behalf.

877. Ross, Richard A. "Filling the Void: The Black in American Literature." 59(Jan. 1970): 31–33.

Describes an elective senior-level course tracing the contributions of blacks to American literature, from the slave spirituals to *The Autobiography of Malcolm X.*

878. Shockley, Ann Allen. "Two Books with Soul: For Defiant Ones." 58(Mar. 1969): 396–98.

Discusses the value of teaching Claude Brown's *Manchild in the Promised Land*

and Piri Thomas's *Down These Mean Streets* to those who, like the authors, were born and raised in the ghetto.

See also: 520, 568, 676, 734, 803.

I. Special Interests

1. World and Greek Literature

879. Butcher, Jeanne Malcolm. "All Greek?" 58(Dec. 1969): 1335–37.

Recommends Mary Renault's retelling of the Greek myth of Theseus, *The King Must Die*, for high school reading because of its mythological motifs, insight into life today, and possibilities for projects.

880. Frederiksen, Mildred. "Introducing the Faust Legend." 55(Oct. 1966): 875–77.

Describes a way of introducing the Faust legend by class discussions of "The Devil and Tom Walker," "The Devil and Daniel Webster," *The Scarlet Letter, Moby Dick,* and other works, hoping to build a foundation "for later, deeper understanding" of the legend.

881. Hickman, Sara. "What's Relevant in Classical Literature?" 59(Mar. 1970): 375–79.

Points out relevant issues contained in the Theban Trilogy of Sophocles, *The Iliad, The Odyssey, Great Expectations,* and *Hamlet.*

882. Hull, Raymona E. "Homer and the Heroic Reader." 53(May 1964): 336–41.

Discusses problems in teaching the classics: (1) their removal in time, (2) their being written originally in another language. Suggests criteria for selecting translations, and gives reasons for teaching the works of Homer and his successors.

883. Lowery, Alice M. "*The Odyssey* as Archetype." 59(Nov. 1970): 1076–79.

Traces the archetypal themes of initiation and man's search for his own identity and for meaning in life through *The Odyssey.*

884. Neumeyer, Peter F. "'The Princess Gave a Shriek and the Hero Awoke': Or, Which *Odyssey?*" 56(Apr. 1967): 552–60.

Emphasizes the importance of carefully selecting a suitable version of *The Odyssey;* reviews significant aspects of the translations of W. H. D. Rouse, Samuel Butler, E. V. Rieu, T. E. Shaw, Alfred J. Church, C. Chandon, and others.

885. Robinson, R. D. "*The Odyssey*: Style and Structure." 54(Nov. 1965): 694–97, 719.

Analyzes Homer's epic and discusses the manipulation of time sequences as an attempt to give the audience an experience in discovery and to make them be the poem's expositors.

886. Stambolian, Elizabeth B. "'Many Rivers Reaching the One Sea': Asian Literature in the High School." 59(Jan. 1970): 27–30.

Describes an elective course containing units on Indian, Chinese, and Japanese literature. Discusses the advantages of such a world-view.

See also: 544, 747, 749, 775, 1055, 1057.

2. Black Literature

887. Alexander, Jean. "Black Literature for the 'Culturally Deprived' Curriculum." 59(Dec. 1970): 1229–33.

Suggests a program of cultural appreciation to reduce the human relations gap between whites and nonwhites and to promote an "appreciation" for difference. Contains several bibliographies of black literature.

888. Arnez, Nancy L. "Racial Understanding Through Literature." 58(Jan. 1969): 56–61.

Urges reading literature that affords greater insight into what is going on in Negro culture. Illustrates this theory with passages from Claude Brown's *Manchild in the Promised Land,* Langston Hughes's "The Big Sea," Richard Wright's *Black Boy,* Dick Gregory's *Nigger,* and Malcolm X's *Autobiography.*

889. Bone, Robert. "Negro Literature in the Secondary School: Problems and Perspectives." 58(Apr. 1969): 510–15.

Discusses the following: knowing what black literature to teach; making the study serious, rigorous and intellectually demanding; and finding competent and skillful teachers.

890. Denby, Robert V. "Negro Literature for Secondary English and Humanities Courses: An NCTE/ERIC Report." 58(May 1969): 767–72.

Offers abstracts of a number of ERIC documents relevant to the teaching of Negro literature in the secondary school.

891. Elliott, Virginia A. "Suburbia Reaches Out." 59(May 1970): 660–64, 696.

Describes the efforts of one school's faculty and students to understand and improve black-white relations through human relations committees, the study of black literature, and a lecture series.

892. Garrett, DeLois. "Dream Motif in Contemporary Negro Poetry." 59(Sept. 1970): 767–70.

Offers a unit on contemporary Negro poetry centering on the dreams of modern black Americans. Contains a short list of books and supplementary materials, and some questions for oral discussion and written composition.

893. Headlee, Judy Anne. "An Educational Approach to Negro Individualism." 59(Jan. 1970): 34–39.

Contends that, since most Negroes wish to be judged as individuals, the English curriculum should be developed to include black literary works not written in a spirit of disillusionment. Refutes several "unfortunate stereotyped notions" about Negroes.

894. Hipple, Theodore W. "Through Literature to Freedom." 55(Feb. 1966): 189–91.

Urges teachers to instill in their pupils an awareness of and concern for the condition of the contemporary Negro. Discusses a number of literary works that will aid in this task.

895. Kinnamon, Kenneth. "Afro-American Literature, the Black Revolution, and Ghetto High Schools." 59(Feb. 1970): 189–94.

Offers four suggestions for teachers of black literature: be black, respect black verbal inventiveness, innovate freely, and relate black literature to black life. Contains a basic reading list in Afro-American literature. *See also* item 896.

896. Shepard, Ray Anthony. "The Nonblack Teacher, Black Literature, and Black Students." 59(Nov. 1970): 1071–73.

Rejects the four-point plan for the teaching of Afro-American literature offered by Kenneth Kinnamon (*English Journal*, February 1970; annotated in item 895) suggesting instead that nonblack teachers of black literature recognize their cultural limitations and serve as resource persons for their students.

897. Stanford, Barbara Dodds. "Affective Aspects of Black Literature." 59(Mar. 1970): 371–74.

Discusses ways in which black literature may be used in the classroom to improve self-understanding and genuine communication. Gives specific works and approaches.

898. Sterling, Dorothy. "The Soul of Learning." 57(Feb. 1968): 166–80.

Traces the historical development of books that present the Negro experience, identifies forty-two trade books published as a result of the civil rights revolution, discusses material that has "soul" for classroom reading, and suggests topics for papers on the role of the Negro in American history.

899. Sterling, Dorothy. "What's Black and White and Read All Over?" 58(Sept. 1969): 817–32.

Reports the findings of an informal survey of thirty-eight literature textbooks and decries the racism evident in the omission of works by American Negroes. Urges teachers to help their students gain an understand-

ing of black culture and history. Provides an extensive list of books by and about blacks, in categories such as fiction, short story, poetry, spirituals and blues, biography, Negro history, and "riots, rebellions and the struggle for civil rights."

900. Tinney, James S. "A Unit on Black Literature." 58(Oct. 1969): 1028–31.

Discusses the preparation necessary for a white man to teach Negro literature. Contains a four-part outline of the history of American Negro literature.

901. Ylvisaker, Miriam. "Our Guilt." 58(Feb. 1969): 193–95.

Recommends a more relevant curriculum for black students and provides a bibliography of current paperbacks.

See also: 768, 774, 806, 874, 875, 877, 878.

3. The Bible

902. Capps, Alton C. "A Realistic Approach to Biblical Literature." 58(Feb. 1969): 230–35.

Recommends including biblical materials in the curriculum through a study of allusions and literary forms. Provides a list of common biblical allusions and an outline of types of literature found in the Bible.

903. Hildebrand, R. Paul. "We Study the Bible as Literature." 55(Nov. 1966): 1022–24.

Outlines a unit in which a twelfth grade English class studied the Bible as literature.

904. Hogan, Robert F. "The Bible in the English Program." 54(Sept. 1965): 488–94.

Gives reasons for including biblical selections in a literature program. Cites surveys that examined the status of the Bible in schools and textbooks, before and after the 1963 Supreme Court decision. Maintains that teaching the Bible as literature is within the law and a prerequisite to understanding allusions in literature.

905. Warshaw, Thayer S. "Studying the Bible in Public Schools." 53(Feb. 1964): 91–100.

Discusses the Bible as a source book for the humanities, as a prerequisite for students' understanding of allusions in literature, and as an aid for better understanding of western culture. Recounts classroom procedures.

906. Warshaw, Thayer S. "Teaching the Bible as Literature." 58(Apr. 1969): 571–76.

Offers three alternatives to the study of the Bible *as* literature—(1) the Bible as *background* to literature, (2) the Bible *in* literature, and (3) the *context* of the Bible (what influenced it, and what its influence has been)—and suggests two approaches to the literary study of the Bible: emphasizing ideas; emphasizing literary techniques.

See also: 828.

J. Newspapers and Magazines

907. Decker, Howard F. "Five Dozen Ideas for Teaching the Newspaper Unit." 59(Feb. 1970): 268–72.

A list of sixty practical ideas to be used in teaching vocabulary, reading improvement, and composition through a study of the newspaper.

908. Monteith, Roberta. "Newspapers Aid in Teaching Analytical Thinking." 55(Mar. 1966): 348–49, 360.

Proposes a plan for using newspapers in the classroom to teach students analytical thinking. Leads the student "to be wary of loaded, illogical, slanted information."

909. Murphy, Mary Kay. "Propaganda—a Part of Students' Lives." 53(Sept. 1964): 445–46.

Describes a unit on propaganda, designed to help students realize its effect on their lives. Examines seven types or devices of propaganda in advertisements.

910. Sanders, Betty. "*MAD* Magazine in the Remedial English Class." 59(Feb. 1970): 266–67, 272.

Advocates the use of *MAD* magazine in remedial reading class to improve reading skills, social and behavioral attitudes, and even literary appreciation. Contains examples of how each may be taught.

See also: 391, 513, 818, 987.

K. Paperbacks

911. Blomberg, Mary. "Parable of the Paperbacks." 57(May 1968): 661.

Describes in biblical language the author's success in developing a paperback library from student donations.

912. Dobson, Joan L. "Whoever Heard of James Fenimore Cooper?" 59(Nov. 1970): 1135–37, 1153.

Reports the success of an independent guided reading program which utilized a paperback book center.

913. Donelson, Kenneth L. "Using Paperbacks: Some Why's and How's." 53(Mar. 1964): 191–95.

Lists: (1) eight reasons to support the inclusion of paperbacks in the classroom, (2) paperbacks for a unit on self discovery, (3) possible ways to obtain the books, and (4) considerations involved in establishing a school paperback bookstore.

914. Gordon, Marta U. "Ten in a Tote Bag." 57(Sept. 1968): 837–40, 842.

Presents a brief history of paperback books and offers several arguments for using them in place of textbooks.

915. Johnson, Laura S. "A Supreme Fiction in Study Hall 6B." 56(Oct. 1967): 1002–4.

Describes students' behavior in study hall and discusses how paperbacks on display motivate students to read.

916. Winner, Edward G. "The Paperback Goes Home." 56(Mar. 1967): 453–55, 489.

Discusses the benefits of a program in Washington high schools that provides $50,000 a year for paperback books, which are distributed free of charge to students.

L. Censorship

917. Bartz, Fredrica K. "An Immodest Proposal." 59(Jan. 1970): 43.

Offers "The Fredrica Harry Golden Bartz Sanitary Plan for Displacing Obscene Literature." Satire.

918. Booth, Wayne C. "Censorship and the Values of Fiction." 53(Mar. 1964): 155–64.

Condemns censorship, and offers some suggestions for teachers to use in defense against it. Cites examples from the Bible, "ugUduh," *The Adventures of Huckleberry Finn*, and *The Catcher in the Rye*, to stress the necessity for relating parts of a work to the total work.

919. Bradshaw, Lillian Moore. "The 3 R's of Censorship vs. the 3 R's of Freedom to Read." 56(Oct. 1967): 1007–10.

Shows how the 3 R's of Censorship are represented by (1) rigidity of purpose, (2) regimentation of action, and (3) resistance to change; and the 3 R's of Freedom to Read are represented by (1) refinement of taste, (2) relevancy for our time, and (3) responsibility for action.

920. Donelson, Kenneth L. "Challenging the Censor: Some Responsibilities of the English Department." 58(Sept. 1969): 869–76.

Argues that, if English departments accept certain assumptions about the teaching of literature (among them, that students should not be sheltered from reality, but should be exposed to contemporary literature which is often subject to censorship), teachers must accept certain responsibilities (among them, knowing literature well, understanding arguments for and against censorship, and being ready to meet censorship with a reasoned defense of any book taught). Discusses seven assumptions and seven responsibilities based on them. Contains a selected bibliography of books and articles on censorship and book selection.

921. Marks, Sue. "An Open Letter to a Concerned Parent." 59(May 1970): 667–68.

Offers an example of a letter used by a school system to respond to a parent who is concerned about the language, the actions in, or the philosophy of the reading material of a child.

Language

A. Theoretical Discussion*

922. Algeo, John. "Linguistics: Where Do We Go from Here?" 58(Jan. 1969): 102–12.

Traces the history of English grammar teachings, describing traditional grammar, "sentence grammar," functional grammar, structural linguistics, and generative-transformational grammar. Urges a healthy skepticism about grammars that claim to solve all teaching problems.

923. Allen, Robert L. "Written English Is a 'Second Language.'" 55(Sept. 1966): 739–46.

States that since written English is a separate dialect of the English language this fact must be taken into account in the teaching of English and in composition of grammars. Illustrates using linguistic analysis.

924. Buddenhagen, R. G. "Miss Fidditch's Epistle to the Faithful." 54(Nov. 1965): 748–49.

Makes a satirical defense of the traditional grammarian.

925. Burke, Alexander J., Jr. "'A New Beginning: A Raid on the Inarticulate'." 59(Jan. 1970): 99–104, 155.

Proposes that English teachers start a crusade to preserve and expand the power of the English language. Urges teachers to create in their students a new confidence in the power of language and to assist their students in their written search for identity.

926. Bushman, John H. "The Power of Language: Can the Student Survive Without It?" 59(Nov. 1970): 1091–95.

Urges teachers to help their students acquire the power of language by exploring the nature of language, the structure of language, usage in language, language heritage, geographical and social dialects, semantics, and the "Silent Language."

927. Cain, R. Donald. "What Do We Mean by 'Linguistics'?" 54(May 1965): 399–404.

Reviews approaches to teaching the English language in the last half-century. Looks skeptically at the competing linguistic theories, and advocates a unified view of the whole field of linguistics. Examines possibilities in implementing such an approach.

928. Cameron, Jack R. "Speculations on the Conceptual Structure of English." 56(Mar. 1967): 378–84.

Views the central conceptual structure of English as "the art of efficient verbal communication" and discusses the implications of this idea for the study of language usage and of literature.

929. Crowell, Michael G. "American Traditions of Language Use: Their Relevance Today." 59(Jan. 1970): 109–15.

From a brief look at the history and nature of English language study, concludes that the prescriptive-descriptive opposition is an opposition between (1) a fear of growth and change, an emphasis on the "guardian" and rules, and (2) a rejection of laws and rules, a view of language as alive, almost human.

930. Dougherty, Robert G. "A Usage Fable, or Can the Prescriptive-Descriptive Controversy Be Ducked?" 57(Nov. 1968): 1176–77.

---

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

Presents a fable about a duckling named Elmer who learns to swim by experimenting and selecting the swimming methods that worked best.

931. Geller, Conrad. "Another Look at Subordination." 56(Nov. 1967): 1185–86, 1196.

Opposes the old axiom that the main clause carries the principal idea of a sentence by illustrating several types of sentences in which the reverse is true.

932. Gleason, Marian. "On with Up." 55(Nov. 1966): 1087–88.

Discusses the way *up* is "rapidly becoming in the English language an adjunct to every verb."

933. Grady, Michael. "The Uses of Linguistics in the Schools." 57(Sept. 1968): 870–79.

Presents five proper functions of linguistics in the schools and discusses the suitability of descriptive and transformational grammars for fulfilling these functions. Suggests that transformational grammar be made the object of separate study, and descriptive grammar be used to teach writing skills.

934. Hayden, Linda. "Let's Put Grammar Back in the 'Grammar Schools'." 56(Oct. 1967): 1030–31.

Believes English grammar should not be a required course in high school, except for college-bound students. Recommends teaching basic fundamentals before the third grade.

935. Hayes, Curtis W. "Syntax: Some Present-Day Concepts." 56(Jan. 1967): 89–96.

Compares taxonomic and transformational/generative grammars and concludes that transformational grammar is more practical, more valuable to the classroom teacher.

936. Higgins, V. Louise. "Linguistics in the High School?" 59(Apr. 1970): 559–65, 568.

Evaluates three elements in language study ("language general, grammar, usage rule") in terms of (1) the level of abstraction represented by each concept, (2) the extent to which each is logically cohesive, and (3) the degree of social awareness necessary for comprehension. Considers the students for whom these studies are designed and concludes that drastic curriculum changes are in order.

937. Hoey, Edwin A. "History Might Help." 57(Oct. 1968): 1041–44.

Suggests studying language history for its own sake, inherent interest, insight into students' language, and knowledge of how language and society interact.

938. James, Carl. "Applied Institutional Linguistics in the Classroom." 59(Nov. 1970): 1096–1105.

Demonstrates how "institutional linguistics" is a better abstraction than "English" for more successfully teaching native speakers of English to understand their language. Contains a diagram of language variety and a list of references.

939. Kelly, Brother David H. "Changing Emphases in the Study of Language." 55(Nov. 1966): 1082–86.

Describes and evaluates modern changes in the study of language. Discusses the theories of Sapir, Bloomfield, Whorf, and Chomsky.

940. Live, Anna H. "Language: Universals and Divergences." 56(Nov. 1967): 1177–84.

Discusses the universal world-wide characteristics held in common by all languages, and some areas of divergence—e.g., in grammatical concepts and in the variety of devices conveying structural meaning.

941. Long, Ralph B. "Linguistics, Grammarians, and Purists." 57(Mar. 1968): 380–86.

Defends traditional grammar against the attack of Robert C. Pooley (*English Journal*, May 1967; *see* item 986 for annotation).

942. Lorentzen, Arthur A. "Solving Problems Presented by Teaching Linguistics." 58(Jan. 1969): 113–19.

Analyzes the problems presented by the introduction of new linguistic content into the English curriculum, concluding that they are not insurmountable for teachers who are willing to expend the necessary effort.

943. Miller, James E., Jr. "The Linguistic Imagination." 59(Apr. 1970): 477–83, 508.

Urges the importance of developing a fresh concept of the role of language in human life—a concept recognizing the centrality of language to human experience and its ability to shape personal understanding of the world through involvement of the creative imagination.

944. Mortland, Donald F. "The Sentence." 54(Feb. 1965): 95–100.

A two-scene drama, with the words as characters involved in the plot of making a sentence.

945. Nevi, Charles N. "*Growth Through English:* Another Appraisal." 58(Sept. 1969): 912–19.

Employs three methods of revealing John Dixon's failure to place enough emphasis on accurate, precise communication in his *Growth Through English,* but concludes that Dixon's views do point toward a foundation that should be the basis of any approach to the uses of language in relation to the student's speaking and writing.

946. Nietz, John A. "Old Secondary School Grammar Textbooks." 54(Sept. 1965): 541–46.

Presents a historical review of grammar textbooks from the 1700s to 1900 which surveys the trends in teaching English grammar. Table.

947. O'Donnell, Roy C. "Does Research in Linguistics Have Practical Applications?" 59(Mar. 1970): 410–12, 420.

Expresses the belief that research in linguistics has practical applications in education and can be used by curriculum planners, writers of instructional materials, and teachers who are aware of the relationship between linguistics, language, and life.

948. Postman, Neil. "Linguistics and the Pursuit of Relevance." 56(Nov. 1967): 1160–65.

Decries the irrelevance of the modern study of linguistics as grammar, and encourages instead the use of linguistics in a rigorous study of relevant language situations.

949. Reynolds, William J. "Who's Afraid of Linguistics?" 55(Sept. 1966): 758–62.

Describes the recent linguistic controversy and the viewpoints of the adversaries. Prescribes three objectives for an adequate language program. Bibliography.

950. Sanborn, Donald A. "What Can We Teach about Language?" 58(Nov. 1969): 1206–13.

Attempts to define what constitutes an *adequate* language program by viewing linguistics from six perspectives, from the psycholinguistic to the rhetorical. Concludes with five questions to ask of a language program to determine its adequacy.

951. Wadlow, Dale. "Birds Sing; Birds Sing; Birds Sing." 55(Feb. 1966): 195.

Pleads with the writers and publishers of grammars to use specimen sentences that are "clear, vivid, and natural."

952. Wolfe, Frank. "A Fable for Young Grammarians." 59(Apr. 1970): 569, 572.

Offers a biography of "Relative," the son of Personal Pronoun and Subordinate Conjunction.

953. Wolk, Anthony. "The Passive Mystique: We've Been Had." 58(Mar. 1969): 432–35.

Questions the validity of the old warning against the use of the passive voice, noting a study of ten professionally written essays which reveals that about one verb in six is in the passive voice.

See also: 29, 417, 1028.

B. Methods

954. Denby, Robert V. "NCTE/ERIC Report: Linguistics Instruction in Secondary

School Classrooms." 57(Dec. 1968): 1352–58.

Provides a selective, annotated bibliography of twenty-three documents dealing with linguistic instruction which are available through the ERIC system.

955. Gleason, Marian. "With Respect to the Rules." 57(Oct. 1968): 1025–27.

Discusses grammar games used to help students identify the grammatical elements of sentences.

956. Goba, Ronald J. "Grammar, Usage, Teachers of English, and Paul Roberts." 58(Sept. 1969): 886–91.

Defines the direction and spirit of the grammar books of Paul Roberts and urges teachers to keep this direction and spirit alive in the high school English classroom.

957. Graham, Grace L. "A Teacher's Adventures in Programland." 58(Feb. 1969): 261–66.

Discusses a teacher-developed program of teaching usage, grammar, and rhetoric; problems encountered in program planning; and the usefulness and rewards of such a program. Gives examples of creative exercises used.

958. Hatfield, W. Wilbur. "Helping Students See Their Language Working." 56(Jan. 1967): 67–73.

Presents several examples of methods of involving students in structural analysis. Uses a fictional dialogue to present introductory exercises and exercises on subjects, predicates, nouns, and verbs.

959. Ianni, Lawrence. "An Answer to Doubts about the Usefulness of the New Grammar." 53(Nov. 1964): 597–602.

Challenges Wolfe's preference for teaching writing through traditional grammar (*English Journal*, February 1964; *see* item 417 for annotation), and defends linguistics, citing the advantages of the new grammar in contrast to traditional grammar in improving style.

960. Johnson, Falk S. "On Identifying the Parts of Speech." 55(Sept. 1966): 747–51.

Rejects the methods of identifying the parts of speech used by both traditionalists and structuralists and suggests an alternative.

961. Laird, Charlton. "Language: What to Do about a Drop-In." 58(Nov. 1969): 1199–1205.

Traces recent progress in the study of language and grammar. Offers several suggestions about how language can be studied best in the classroom.

962. Lukenbill, Brother Jeffrey. "Classroom Grammarians." 54(Mar. 1965): 227–30, 237.

Describes procedures used in helping students to analyze language to establish their own grammatical rules.

963. Melchior, Thomas E. "A Language Unit in the Junior High School." 56(Sept. 1967): 858–62.

Offers a unit on the nature of language in which the initial focal point is how Helen Keller learned language. Presents fifteen specific assignments possible with such a unit.

964. Miner, Marilyn E. "Charlie Brown Goes to School." 58(Nov. 1969): 1183–85.

Presents an approach to the language of "Peanuts" through the "Seven Great Truths" and "Human Emotions."

965. Podaras, Arthur. "The Inner Half of the Sentence." 57(Feb. 1968): 241–42.

Urges teachers to shift their attention from the outer investigation of a sentence as a grammatical construction to the inner sensation of completion within the sentence.

966. Rundus, Raymond J. "Hanky Panky in the Classroom?" 56(Mar. 1967): 435–38.

Describes a rhyming game that can be used to increase sensitivity to "both the vigor and vagaries of rhyme in the English language."

967. Schap, Keith. "The Feature System in the Classroom." 56(Jan. 1967): 74–80, 99.

Presents the author's lecture on "features" as a demonstration of the teachability of transformational grammar.

968. Schiller, Sister Philomene. "Linguistics in Junior High School: Triumphs and Difficulties." 57(May 1968): 705–7.

Describes a unit in which seventh-graders used an inductive approach to the study of linguistics. Outlines reasons for the unit's success and points out a few difficulties encountered.

969. Skinner, Patrick F. "Supplement Grammar Instruction with Sentence Modeling." 58(Feb. 1969): 257–60, 266.

Describes several short lessons in sentence modeling used to aid students in understanding grammar principles, and presents exercises for practice in writing various types of sentence structures.

970. Stern, Arthur A. "Spatial and Temporal Grammar." 57(Sept. 1968): 880–83, 888.

Encourages the teaching of temporal, as opposed to spatial, grammar (the study of how a sentence evolves as opposed to how it is structured). Offers illustrations.

971. Youmans, Peter N. "Practicing Linguistics." 54(Apr. 1965): 331–33.

Advocates using nonsense words—"boinguage"—to explore the grammatical system in language, maintaining that such linguistic practices improve sentence writing.

972. Zidonis, Frank J. "Generative Grammar: A Report on Research." 54(May 1965): 405–9.

Describes a two-year experiment in teaching generative grammar which resulted in improved sentence writing (with greater sentence complexity, and fewer errors). Draws implications for curriculum change.

973. Zidonis, Frank J. "Incorporating Transformational Grammar into the English Curriculum." 56(Dec. 1967): 1315–20.

Proposes a three-step approach to language study: (1) observation of language data, (2) rendering observations into rule-like descriptions, and (3) checking the rules against more complicated data. Strongly urges the study of transformational grammar by all teachers of English.

See also: 16, 161, 305, 330, 526, 585.

C. Dialects, Levels of Usage, and Slang

974. Ashley, Annabel T. "Using *Dialects–U.S.A.* in High School Classes." 53(Apr. 1964): 256–60, 265.

Discusses the content of the pamphlet *Dialects–U.S.A.* and recommends procedures to be followed in teaching a unit on dialect.

975. Cassidy, Frederic G. "American Regionalisms in the Classroom." 57(Mar. 1968): 375–79, 390.

Urges the teaching of dialects and discusses the potential benefits of the *Dictionary of American Regional English* which, when published, will present all the words and phrases, or lexical usages, that are found in particular parts of the United States.

976. Duggins, James H. "Reading and Social Difference." 54(Apr. 1965): 284–88.

Points out the correlation between social variation and language behavior, and demonstrates the difference in oral usage via anecdote. Advocates an oral-aural approach to teaching, and urges the selection of meaningful materials.

977. Fitzhugh, Jewell Kirby. "Old English Survival in Mountain Speech." 58(Nov. 1969): 1224–27.

Describes the retention of Old English, Chaucerian, and Shakespearean word forms in the Ozarks.

978. Gott, Evelyn. "Teaching Regional Dialects in Junior High School." 53(May 1964): 342–44, 363.

Endorses the study of American English in order to increase student understanding of literature and composition and to foster tolerance. Describes a course that focuses

on: (1) learning the phonemic alphabet, (2) studying regional dialects, (3) comparing areas, (4) studying British and French loan words, and (5) associating language w... business and history.

979. Griffin, Dorothy M. "Dialects and Democracy." 59(Apr. 1970): 551–58.

Explores the need for a dialectology unit in high school, discusses procedures for accomplishing this learning, presents some problems in the area, and suggests some possible solutions.

980. Gunderson, Doris V. "U.S. Office of Education: Report on Research Projects." 59(Feb. 1970): 304–7.

Provides brief summaries of ten reports (five of which are available through the ERIC Document Reproduction Service) on research projects dealing with instructional problems related to language and dialect.

981. Heiman, Ernest. "The Use of Slang in Teaching Linguistics." 56(Feb. 1967): 249–52.

Proposes a study of slang for helping to reveal the nature of language to students. Shows how the study of slang can aid in understanding figures of speech and standard principles of language formation.

982. Houghton, Donald E. "Humor as a Factor in Language Change." 57(Nov. 1968): 1178–81, 1186.

Suggests that any use of words or expressions, even the satiric or humorous use of words of which their users do not approve, tends to establish these words or expressions in the language.

983. Loflin, Marvin D. "A Teaching Problem in Nonstandard Negro English." 56(Dec. 1967): 1312–14.

Describes a structural aspect of nonstandard Negro English which might confuse teachers of standard English. Emphasizes the rule-governed behavior of nonstandard English.

984. Neumeyer, Peter F. "Your Father No Like Me." 54(Mar. 1965): 206–8.

Presents a new framework for classifying levels of language usage according to the speaker's pretensions.

985. Novak, Benjamin J. "The Queen's English." 53(May 1964): 360–61.

Describes British vocabulary and usage as interesting, zesty, and revealing; shares examples of typically British words and phrases.

986. Pooley, Robert C. "Teaching Usage Today and Tomorrow." 56(May 1967): 742–46.

States that prescriptive grammar did not die the early death the author once (1940) predicted; however, gains have been made in teaching usage. Offers three recommendations for the future teaching of English usage. Table of responses to a survey of high school English teachers' opinions about various usage situations. *See also* item 941.

987. Robinson, Eleanor M. "Hot Rod Magazines: A Harmless Diversion?" 54(Jan. 1965): 36–38.

An analysis of the writing in four hot rod magazines reveals poor stylistic taste and abuse of accepted English usage. *See also* item 472.

988. Slager, William R. "Effecting Dialect Change Through Oral Drill." 56(Nov. 1967): 1166–76.

Instructs classroom teachers in the preparation and teaching of oral drills on phonology and grammar. Provides several illustrations and a basic reading list on the subject.

989. Sledd, James. "On Not Teaching English Usage." 54(Nov. 1965): 698–703.

Suggests that usage is synonymous with style so far as style is determined by social status, and that terminology for discussing usage is inadequate. Argues against teaching for social climbing or standardization, urging acceptance of students' language and teaching for effective communication as determined by accomplishment of purpose.

990. Sledd, James. "Bi-Dialectalism: The Linguistics of White Supremacy." 58(Dec. 1969): 1307–15, 1329.

Attacks the assumptions of bi-dialectalism that the prejudice of middle-class whites cannot be changed but must be accepted by the lower class and that therefore everyone must learn a standard English; maintains that even if teaching bi-dialectalism were possible, it would be undesirable because it perpetuates a prejudice; advocates educating the majority to understand the language of the oppressed.

See also: 265, 810, 907, 957, 993, 1007, 1020.

D. Vocabulary and Dictionary Study

991. Brown, L. Lakota. "Junior High Lexicographers." 55(Oct. 1966): 909–10.

Describes an approach to teaching dictionary study which results in the students' composing a "Slang Dictionary."

992. Campbell, Jean L. "Hydrozoology in the Microcosm." 54(Dec. 1965): 861–63.

Describes an unusual method for expanding students' vocabularies by helping them to amass lists of suffixes, prefixes, and root words and to form them into novel combinations.

993. Cohler, Jenny. "Lexicography and the Teacher of Secondary English." 53(May 1964): 356–58.

Suggests that teachers and superior students study and compare editions of the second and third *Webster's New International Dictionary* so that they can make and improve their own choices involving pronunciation and usage.

994. Doemel, Nancy J. "Vocabulary for Slow Learners." 59(Jan. 1970): 78–80.

Describes the author's method of using word games to increase the vocabulary of slow learners.

995. Flowers, Frank C. "Discovering Truth about Words." 59(Feb. 1970): 259–62.

Urges teachers to eliminate random lists of verbal isolates for word study and to replace them by organizing words into groups for integrated language study. Discusses the use of the "V-Frame."

996. Hackett, Maryann. "The Word of the Day." 55(Dec. 1966): 1226–30.

Describes a "relatively painless way for junior high school students to increase their vocabularies" through drills and exercises built around a "word of the day."

997. Hill, H. Russell. "*Bufo Vulgaris*." 53(Nov. 1964): 588.

Suggests a teaching technique that integrates scientific terms into a word study unit.

998. Ireland, Virginia. "A Method of Vocabulary Study." 55(Sept. 1966): 763–65.

Proposes a method of vocabulary instruction in which the student follows four steps in defining nouns, verbs, and modifiers.

999. Jones, Patricia. "An Annucleazation of Some Typical Student Creations." 54(Dec. 1965): 872–73.

Discusses student word creations such as "*typlify, flustrate*, and *annucleaze*."

1000. Laird, Charlton. "Down Giantwife: The Uses of Etymology." 59(Nov. 1970): 1106–12.

Suggests the study of etymology as a way of making the teaching of word meanings exciting and enjoyable.

1001. Morris, William. "The Dictionary as a Tool in Vocabulary Development Programs." 59(May 1970): 669–71.

Discusses techniques for developing student interest in words by making the dictionary an interesting and attractive book for young people to turn to.

1002. Mullen, William B. "Teaching Contextual Definition." 54(May 1965): 419–24.

Advocates the use of contextual clues to help students find the meaning of nonentry and multidefinition words; gives examples for teaching. Practical limitations are cited.

1003. Shanker, Sidney. "Is Your Vocabu-

lary Teaching Obsolete?" 53(Sept. 1964): 422–27.

Stresses the importance of semantics and linguistics in vocabulary study, and contends that this approach fosters student interest. Describes the steps involved in teaching and the linguistic rules for the study of word meaning.

1004. Simonini, R. C., Jr. "Word Making in Present-Day English." 55(Sept. 1966): 752–57.

Describes the process by which new words originate in the English language. Discusses both loan words and neologisms, dividing the latter into fifteen distinct categories.

1005. Sturdevant, James R. "Shaw's *Don Juan in Hell*: A Study in Word Power." 57(Oct. 1968): 1002–4, 1016.

Lists 130 words from the play and suggests ways this list may be most effectively used for vocabulary study.

1006. Sussman, Irving. "Honorificabilitudinitatibus." 54(Sept. 1965): 530–32.

Describes some student-discovered puns attributed to Shakespeare.

1007. Tibbetts, A. M. "The Real Issues in the Great Language Controversy." 55(Jan. 1966): 28–38.

Attempts to answer some fundamental questions underlying the battle between "purists" and "linguists" at the publication of the third edition of *Webster's New International Dictionary;* traces the history of the conflict summarizing the philosophies of the major antagonists.

E. Semantics

1008. Andrews, Mary Beth. "The Cliché Expert in a Student Conference." 54(Dec. 1965): 843–44.

Presents in dialogue form a student-teacher conference on clichés, in which the teacher uses the "hackneyed phrases" she is inveighing against.

1009. Torvik, Solveig. "Teaching Semantics in High School." 58(Dec. 1969): 1341–46.

Explains the necessity of teaching semantics in high school and describes a unit in semantics based on Hayakawa's text, *Language in Thought and Action.*

1010. Weingartner, Charles. "Semantics: What and Why." 58(Nov. 1969): 1214–19.

Offers a definition of semantics which places it at the center of language study. Discusses several reasons why semantics probably will not get the attention it deserves and replace grammar in the curriculum.

See also: 453.

F. Bilingualism

1011. Landrum, Roger. "The English Language and the Peace Corps." 53(Mar. 1964): 180–90.

Describes the role of English in developing countries, and the problems in teaching English as a second language, with specific examples from Nigeria; outlines the attempts of the Peace Corps to resolve these problems.

1012. Malkoc, Anna Maria, and A. Hood Roberts. "NCTE/ERIC Summaries and Sources: Bilingual Education: A Special Report from CAL/ERIC." 59(May 1970): 721–29, 735.

Offers abstracts of eighteen documents on the education of bilingual children in the United States.

1013. Scott, Charles T. "Teaching English as a Foreign Language." 54(May 1965): 414–18.

Reviews some of the programs and problems in teaching English as a second language, stressing the importance of English in developing nations. Discusses some fundamental principles concerning language-learning which focus on developing automatic linguistic habits and skills through active participation in controlled drills.

G. Texts

1014. Owen, Sister Mary. "The Textbook Which Doesn't Exist." 57(Oct. 1968): 1020–24.

Surveys several English texts and concludes by noting that until each school district and each English department plans language programs suited to the needs of its particular adolescents, it is impossible to evaluate textbooks fairly in terms of objectives.

1015. Slothower, William R. "Language Textbooks: A Survey." 54(Jan. 1965): 8–16.

Examines eight sets of high school language textbooks in regard to their content, sequential presentation of grammar, and discussion and incorporation of recent developments in language study. Concludes that textbooks contain a surplus of extraneous material, but they can be an aid to a critical teacher.

Oral Expression

A. Oral Communication and Speech*

1016. Amanda, Sister M. "The Tape Recorder in the English Class." 55(Feb. 1966): 201–2, 207.

Urges the use of the tape recorder in speech classes as "a time-saver, a motivator, a revealer of errors, and a teacher aid."

1017. Chalmers, John J. "Effective Speaking in the Classroom." 56(Dec. 1967): 1325–29.

States that oral communication is the most overlooked and underdeveloped part of the English curriculum. Offers a program for teaching the oral report.

1018. Cullen, William H. "The First Thirty Minutes of Choral Reading." 57(Mar. 1968): 395–99, 419.

Presents "an easy, time-tested introduction to the experience of choral reading," including suggestions about reading material and the use of background music.

1019. French, Violet G. "In Behalf of Drill." 55(Feb. 1966): 214–15.

Suggests the practical importance of proper speech patterns and stresses the efficiency of drills in eradicating poor speech patterns.

1020. Green, William D. "Language and the Culturally Different." 54(Nov. 1965): 724–33, 740.

Relates six studies or approaches dealing with the problem and stresses the importance of oral language and teacher attitude. The studies: Golden, Bernstein, New York's Higher Horizons, Detroit Improvement Program, Loban, and California's McAteer Act.

1021. Holt, Mayme Wilkins. "An Rx for Effective Speech." 54(Feb. 1965): 128–9.

To improve speech, prescribes teaching students to recognize the relationship of the letters and sounds of a word to its feeling and meaning.

1022. Paller, Ruth. "Choral Reading in Junior High School." 54(Feb. 1965): 121–23.

Suggests teaching choral reading in order to foster poetry appreciation; lists appropriate selections and the steps in the process for which the students assume responsibility.

1023. Reynolds, William J. "Let's Talk Speech." 57(Jan. 1968): 105–10.

Describes speech activities that can be employed in connection with the study of the short story, essay, poetry, and drama.

1024. Stanford, Barbara Dodds. "Fostering Practical Communication Skills." 59(Oct. 1970): 967–69.

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

Discusses the importance of developing practical communication skills of conversation and logical argumentation among high school students.

1025. Stassen, Marilyn E. "Choral Reading and the English Teacher." 58(Mar. 1969): 436–39.

Praises Mary Gwen Owen's *Drama Choros* for its creative flexibility in selection of material and its arrangement, and for its imaginative staging. Presents methods of utilizing choral reading in the classroom.

1026. Wallace, Karl R. "The Primacy of Substance and Ideas in the Teaching of Practical Discourse." 53(Jan. 1964): 1–9.

Discusses subject matter in discourse, emphasizing the relationship of content and form and the ethical and political axioms of belief and conduct in rhetoric and speech. Describes the habits of the communicator and implications for improved instruction.

1027. Wiegand, John A. "Teaching English on TV in Samoa." 54(Feb. 1965): 118–20.

Describes an experimental project designed to teach oral English as an automatic skill via television and structural English drills (as defined by George Pittman).

1028. Wilkinson, Andrew. "The Concept of Oracy." 59(Jan. 1970): 71–77.

Argues that oracy cannot be separated from literacy and that the skills of speaking and listening should be developed along with writing and reading.

1029. Work, William. "The Speech Association of America and the Teaching of Speech." 53(Dec. 1964): 647–50, 678.

Traces the history of the Association, and presents an overview of its present and future role in improving speech education.

See also: 242.

B. Class Discussion

1030. Cross, Janet S., and John M. Nagle. "Teachers Talk Too Much!" 58(Dec. 1969): 1362–65.

Points out an imbalance between student and teacher talk. Suggests six specific techniques for encouraging greater student involvement in class discussions.

1031. Fotos, Joseph P. "A Proposal for Improving Class Discussion: The Frequency-of-Response Chart." 57(Oct. 1968): 1036–38.

Identifies eight reasons why class discussions fail and suggests nine ways to improve them.

1032. Norton, James H. "A Matter of Life and English: Another Look at Discussion Techniques." 55(Dec. 1966): 1221–24.

Presents guidelines for stimulating class discussions and defines the teacher's role in such discussions.

1033. Rinne, Carl H. "Teaching in Small Groups." 56(Feb. 1967): 289–92.

Argues that teaching objectives—e.g., the increase of student interest or the comparison of information—determine what small group process is most appropriate—e.g., debate or brainstorming.

See also: 736.

Dramatic Arts

A. Play Production*

1034. Boutwell, Florence. "Action in Junior High School Drama." 56(Dec. 1967): 1330–32.

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

Suggests that total participation and action are the two most important considerations for student plays. Describes the author's success with student plays based on *The Man from UNCLE* and on *A Scandal in Bohemia.*

1035. Evans, Don. "Educational Theater in the High School." 57(Mar. 1968): 387–90.

Describes a three-company system designed to involve an entire student body in play production and to lead students toward a more sophisticated appreciation of theater as an art form.

1036. Helen, Sister Mary. "Living Shakespeare." 54(Jan. 1965): 48–51.

Describes the organization and activities in a four-week Shakespeare festival (unit) which culminates in a school-wide drama competition. Lists plays to be studied according to grade levels.

1037. Henneman, Dennis. "The Class Play: Shakespeare or Trivia?" 53(Nov. 1964): 595–96, 639.

Deplores sacrificing quality in play selection, and urges staging the classics because of their actability, limited technical demands, appeal, and educational worth.

1038. Leary, Barbara Buckett. "The Stage and Discovery: Allegorical Plays for Junior High Schools." 57(Mar. 1968): 345–49.

Discusses the benefits of presenting medieval allegorical plays in junior high school, analyzing the qualifications of several individual plays. Contains a bibliography and a general outline of procedures necessary to produce such plays.

1039. Metzner, Seymour, and Keith Richard. "School Community Summer Stock: A New Approach to High School Drama." 54(Dec. 1965): 866–68.

Describes "an educational experiment unique in American secondary education," a high school-community summer stock theater which produced six plays in seven weeks. Discusses its benefits for the students involved.

1040. Nelson, Jack P. "Greasepaint for Everyone." 57(Mar. 1968): 391–92.

Describes a special unit in the theater leading to greater student involvement in dramatic performances and facilitating larger student attendance at them.

1041. Perry, John. "Adapting a Novel to the Stage." 57(Dec. 1968): 1312–15.

Discusses the problems inherent in transforming a prose fiction work into dramatic form.

1042. Philbrick, Norman. "The AETA and the Teaching of Drama and Theater." 53(Dec. 1964): 654–57.

Argues that drama and theater are essential to the educational experience. Describes the purposes of the American Educational Theatre Association and its promotion of credential requirements and university theaters that will help develop specialized artist-teachers.

1043. Sweet, Bruce. "The Analysis of a Script: An Act of Love." 56(Jan. 1967): 125–30, 134.

Analyzes the nature and function of the director. Offers both generalizations and specific instructions on every aspect of directing.

1044. Sweet, John. "Directing Your First Play." 54(Dec. 1965): 806–9.

Gives suggestions for selecting assistants, the play, and the cast; shares ideas for dealing with rehearsals, publicity, lighting, and the like.

1045. Trusty, Shirley. "Teaching Drama the Way It Is." 57(Nov. 1968): 1187–92.

Describes how a professional acting company has provided vital experiences with live drama for 42,000 New Orleans secondary school students, under the federally funded Educational Laboratory Theater Project.

1046. White, Charles A. "An Argument for a High School English Department Arena Theater." 56(Jan. 1967): 131–34.

Discusses several advantages of having an

English department arena theater and describes the theater built for Barrington High School in Illinois.

B. Creative Dramatics

1047. Denby, Robert V. "NCTE/ERIC Report: Oral/Dramatics Approach to Teaching English." 58(Apr. 1969): 614–21.

Offers assistance to those teachers interested in what the oral/dramatics approach to English instruction entails, its point of view, its rationale, its goals and techniques.

1048. Harlan, William F. "Teach It Like It Is—a Stimulating Game." 59(Nov. 1970): 1146–49.

Describes a six-week role-playing unit on life in the city for grades eight through ten.

1049. Keyes, George E. "Creative Dramatics and the Slow Learner." 54(Feb. 1965): 81–84.

Describes a creative dramatics unit that provided the matrix for increased skill in other areas of the English curriculum due to the initial fostering of the slow learner's sense of pride and accomplishment.

1050. Simon, Marianne P., and Sidney B. Simon. "Dramatic Improvisation: Path to Discovery." 54(Apr. 1965): 323–27.

Lists and describes the steps in implementing dramatic improvisation, and the benefits of improvisation.

See also: 147, 152, 363.

Humanities

NOTE: *See also* "LITERATURE: World and Greek Literature," items 879–886.

1051.* Anderson, Hazel R., and Paul E. Healy. "Humanities Abroad." 55(May 1966): 585–87.

Describes a program that involved a thirty-four-day study tour of England and Europe, where passages from Dante's *Divine Comedy* and Byron's *Childe Harold's Pilgrimage* came to life.

1052. Bamberger, Richard E. "Involving Students in a Humanities Class." 57(Jan. 1968): 34–38.

Presents a humanities course organized around four areas of civilization: the ancient Greek period, the Renaissance in England, the Victorian and post-Victorian period in England, and the modern period. Contains a general reading list and four individual reading lists.

1053. Copeland, Evelyn M. "Humanities in the High School: 'There Was a Child Went Forth'." 54(Mar. 1965): 182–84.

Describes an experiment that employed a variety of approaches to learning in search of the best methods for a humanities course for non-college-bound students, using art, drama, music, and philosophy.

1054. Denby, Robert V. "An NCTE/ERIC Report on Humanities Instruction in Secondary Schools." 58(Feb. 1969): 272–80.

Reports on the establishment of individual humanities courses, the adoption of the humanities approach, and instructional materials for humanities programs.

1055. Eidt, Mary B., and Richard C. Alwood. "Man, the Creative Artist: An Experiment." 58(Jan. 1969): 87–89.

Describes an experimental summer program for capable students which traced the themes of the Arthurian legend and Greek mythology in literature and film.

1056. Gavin, William F. "The Humanities Non-Expert Takes the Stand." 56(Mar. 1967): 467–68.

---

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

A brief analysis of a high school humanities course, "Modern Man and His Search for Values," containing the course's booklet.

1057. Gordon, Edward J. "On Teaching the Humanities." 58(May 1969): 681–87.

Criticizes the high level of abstraction found in most humanities courses. Comments upon book selections and discusses teaching *Antigone* by way of illustrating how the humanities ought to be taught.

1058. Hackl, Lloyd C. "'In Search of a Ram'—a Study of Man in Conflict." 55(Nov. 1966): 1030–31, 1035.

Discusses a study guide on man in conflict as represented in music, art, and literature.

1059. Keller, Charles R. "Humanities in the High School: The Wave of the Present." 54(Mar. 1965): 171–74, 184.

Discusses the advantages of a good humanities program in the high school and urges the use of the humanistic approach in teaching, learning, and living.

1060. Kirk, Robert. "English and the Arts." 56(Feb. 1967): 229–34.

Describes several projects and units that have successfully related music, literature, and the visual arts to provide "students with a fresh way of looking at old subject matter."

1061. Ladensack, Carl J. "Humanities in the High School: Another Awakening." 54(Mar. 1965): 185–87.

Outlines methods used to show relationships among the arts as a means of understanding the controversial and contradictory answers that artists have expressed in various media.

1062. McEvers, Jean H. "The Place of the Humanities Program in the High School Curriculum." 56(Sept. 1967): 865–68.

Defends a comprehensive study of the humanities in high school and presents a course outline on "Man's Discontent with His Lot" in the eighteenth century, covering philosophy, literature, art, and music.

1063. Reynold, Jean. "Humanities in the High School: A Look at Ann Arbor High School." 54(Mar. 1965): 188–90.

Describes the humanities program and reports on its success and its problems.

1064. Ringler, Donald P. "Mass Media and the Humanities." 53(Dec. 1964): 674–78.

Describes a humanities course for seniors which included team teaching, films, tapes, and recordings and emphasized a visual-aural experiencing of our culture.

1065. Searles, John R. "Humanities in the High School: Are Humanities Programs the Answer?" 54(Mar. 1965): 175–81.

Evaluates high school humanities programs in terms of selectivity, balancing, and skill building.

1066. Shehan, Lawrence P. "Senior Humanities at Hanford High School." 54(Dec. 1965): 836–38.

Describes the development and success of a challenging course in the humanities which concentrates on Greek and Roman civilization and literature.

1067. Stackelberg, Roderick. "The Moral Purpose of Humanities Programs." 59(Nov. 1970): 1141–45.

Criticizes interdisciplinary humanities courses that take an unrealistic, idealized view of man; encourages, instead, those courses that ask the important, often embarrassing, questions that need to be asked.

1068. Stern, Adele H. "Humanities: From Aeschylus to Antonioni." 58(May 1969): 676–80.

Offers some suggestions about humanities programs. Suggests that the aims of every humanities course must be to arouse voracious appetites for more of the same, dissatisfaction with what one knows, curiosity about what one does not know, and concern about what is and what might be.

1069. Wiggin, Neal A. "Humanities: The Impact on Our School." 53(Dec. 1964): 679–80.

Briefly describes the content of three hu-

manities courses, taught on a team-teaching basis, and their positive influence on the total curriculum, students, and faculty.

1070. Wise, K. Kelly. "The Senior Seminar at Mount Hermon." 54(Dec. 1965): 830–35.

Describes the success of a senior seminar on the 1920s, conducted by an interdisciplinary panel of teachers of English, history, and religion. Provides a syllabus.

Study and Use of Media

A. General*

1071. Albert, Richard N. "An Annotated Guide to Audio-Visual Materials for Teaching Shakespeare." 54(Nov. 1965): 704–15.

Lists films, filmstrips, and recordings under the headings: (1) Shakespeare's plays, (2) Shakespeare and his age. Includes an index of producers and distributors.

1072. Lueders, Edward. "The McLuhan Thesis: Its Limits and Its Appeal." 57(Apr. 1968): 565–67, 586.

Evaluates Marshall McLuhan's thesis in terms of its purpose and usefulness.

1073. May, Steve. "Man's World: An Electronic Experience in the Humanities." 59(Mar. 1970): 413–15, 420.

Describes a multimedia project that combined Edgar Varese's music ("Poeme Electronique") with twenty-five slides of modern paintings in a program to complement the reading of several works of literature (e.g., *Lord of the Flies*, *Macbeth*, *1984*, and *Animal Farm*).

1074. Meadows, Robert. "Get Smart: Let TV Work for You." 56(Jan. 1967): 121–24.

Describes a six-step activity that encourages dynamic television viewing and offers experience in several communication tools.

1075. O'Connor, Marie E. "The Research Paper and the Tape Recorder." 57(May 1968): 652–53, 660.

Encourages replacing the traditional research paper with a tape-recorded, ten-minute radio program in order to eliminate the tediousness and intellectual inertia of the standard research paper.

1076. Robinson, Bruce. "A Multimedia Approach in English, or The Confessions of an Ex-Axiom-Eater." 57(Oct. 1968): 1005–8.

Discusses how a teacher abandoned the study of grammar and substituted "the rigorous study of language situations" through use of multimedia.

1077. Searles, John R. "Selected Filmstrips and Recordings for the English Classroom." 55(Dec. 1966): 1216–20.

Indexes many of the films and recordings reviewed in *English Journal* since 1958.

1078. Smith, James Steel. "Simultaneousness." 57(May 1968): 696–99.

Considers the probable effects of simultaneous reception of several media—e.g., radio, television, and the written word—suggesting that many people develop a skill of nonconcentration in self-defense. Asks if a culture that creates such an "unconcentrated state of mind" will not also develop a corresponding slackness or "nonintensity" in its arts.

1079. Steinberg, Charles S. "Television and the Teacher." 57(Dec. 1968): 1326–29, 1368.

Urges high school teachers to utilize the potential of commercial television. Specifies some worthwhile programs, and hints at ways in which they can further the educational process.

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.

1080. Stowe, Richard A., and Andrew J. Maggio. "Language and Poetry in Sight and Sound." 54(May 1965): 410–13.

Recommends using tapes and slides along with programmed content in order to teach language and literature more effectively. Discusses the techniques involved and provides an example.

1081. Tincher, Ethel. "The Detroit Public Schools Present English on Television." 56(Apr. 1967): 596–602.

Describes each of three English courses presented on Detroit's educational television channel, as illustrations of an inductive method of teaching English on television.

See also: 85, 159, 311, 316, 327, 354, 359, 400, 503, 509, 525, 559, 561, 786, 1016, 1027, 1064.

B. Film Production

1082. Babcock, David. "A Way to Inexpensive Classroom Movie Making." 56(Mar. 1967): 469–70.

Describes the author's experience in teaching an appreciation of film-making technique by shooting films with cameras belonging to the booster clubs of his school's athletic program.

1083. Dart, Peter. "Student Film Production and Communication." 57(Jan. 1968): 96–99.

Encourages teachers to assign their students to make films. Discusses financing, techniques, and class procedures, and offers a brief annotated booklist.

1084. Miller, Doris P. "Adventure in Educational Media: Making Sound Filmstrips." 57(Feb. 1968): 223–27.

Recommends making sound filmstrips and suggests nineteen do's and don'ts for beginners.

1085. Scheufele, Kirk. "Making Films with Students." 58(Mar. 1969): 426–27, 431.

Discusses the author's experience in making films with slow students. Presents six advantages of the process.

1086. Sullivan, Sister Bede. "Making Movies in High School." 54(May 1965): 433–35.

Describes and endorses an English program that culminated in making a class movie in order to teach film appreciation and criticism.

C. Film Study

1087. Carrico, J. Paul. "Matter and Meaning of Motion Pictures." 56(Jan. 1967): 23–37.

Analyzes the goals, methods, and results of a film study course at Notre Dame High School in Niles, Illinois. Presents several approaches to film study and gives a syllabus outline of the Notre Dame course.

1088. Clarke, Howard. "The *Oedipus* Films: A Review." 54(Oct. 1965): 592–600, 612.

Criticizes Bernard M. W. Knox's interpretation of Sophocles' *Oedipus the King* in the filmed lessons by *Encyclopaedia Britannica*. Presents specific objections in an analysis of the play. *See also* item 1095.

1089. Corbett, Thomas. "The Film and the Book: A Case Study of *The Collector*." 57(Mar. 1968): 328–33.

Compares John Fowles's book *The Collector* with William Wyler's film version of it, concluding that Wyler's decision to eliminate the metaphor of *The Tempest* and to moderate the character of Miranda weakened the film.

1090. Denby, Robert V. "NCTE/ERIC Summaries and Sources: Film Study in the Secondary School." 58(Nov. 1969): 1259–67.

Offers abstracts of seventeen ERIC documents pertinent to film study and contains a list of eleven supplementary references.

1091. Ely, M. Amanda. "*Loneliness of the Long Distance Runner:* First Film Fare." 56(Jan. 1967): 41–44.

Discusses the advantages of using *Loneliness of the Long Distance Runner* as the

first motion picture in a high school film appreciation course.

1092. Franza, August. "The Liveliest Art in the Classroom." 58(Nov. 1969): 1233–37.

Urges the incorporation of film study into the curriculum. Contains student responses to several films and a list of films divided into categories: western, family, war and propaganda, comedy, social commentary, and psychological.

1093. Glennon, Michael L. "Small Groups and Short Films." 57(May 1968): 641–45.

Offers eleven guidelines for a seminar and discusses the advantages of teaching short films in small seminars. Contains an annotated list of ten suitable films.

1094. Harig, Mary Labouré. "Reeling in English Class." 56(Jan. 1967): 38–40, 113.

Describes one teacher's success with film study in the high school. Offers a list of suggested readings.

1095. Knox, Bernard M. W. "The *Oedipus* Films: A Reply." 55(May 1966): 541–50.

Replies to Howard Clarke's criticism (*English Journal*, October 1965; *see* item 1088 for annotation) of the author's interpretation of the *Oedipus the King* films produced by the *Encyclopaedia Britannica*. Defends the films from two accusations: that the interpretation is invalid because of "omissions and distortions" and that the analysis of the play is "so special, so curious that it can only evoke yelps of protest . . . ."

1096. Lawrence, Joe B. "The Allegory of *Easy Rider*." 59(May 1970): 665–66.

Interprets the Fonda/Hopper/Southern film as an allegory of the American quest for complete individual freedom.

1097. Manchel, Frank. "The Screen and the Book: A Solution for Slow Learners." 53(Mar. 1964): 206–7.

Describes a program for improving reading and writing which supplements books with motion pictures.

1098. Menges, Gay E. "Movies for Teens." 56(Oct. 1967): 1025–29.

Describes how studying the films *Caine Mutiny, The Good Earth, The Quiet One*, and *The Red Balloon* motivated an English class of low-ability high school juniors to respond sensitively to people, and to develop some understanding of life.

1099. Poteet, G. Howard. "Film as Language: Introduction into a High School Curriculum." 57(Nov. 1968): 1182–86.

Describes a sequential (9–12) cumulative film study unit that also involves the study of the literary counterparts of several films. Contains a booklist for film study.

1100. Schwartz, Sheila. "The Idea of the Hero." 58(Jan. 1969): 82–86.

Illustrates a method of studying the hero by analyzing the heroes in the film *Cool Hand Luke*, and in Ken Kesey's novel, *One Flew Over the Cuckoo's Nest*.

See also: 869.

Index to Literary Works and Their Authors

This index is intended to speed access to articles featuring specific authors or literary works. After each title and author listed below are item numbers that refer to annotations of articles in which that work or author is dealt with more or less extensively. The annotations appear in the main body of this book, grouped by subject but numbered in one sequence throughout.

Adventures of Huckleberry Finn, The, 493, 568, 746, 760, 918
African Genesis, 803
Agee, James, 870
Aiken, Conrad, 844, 864
Alaine-Fournier, Henri. *See, The Wanderer*
Albee, Edward, 678, 711
Aleichem, Sholem, 836
Alice's Adventures in Wonderland, 744
All My Sons, 701
All the King's Men, 810
Animal Farm, 793, 1073
Antigone, 1057. *See also* Theban Trilogy
"anyone lived in a pretty how town," 526, 637
"Appointment with Love," 838
April Morning, 771
Archy and Mehitable. *See*, Marquis, Don
Arden, John, 709
Ardrey, Robert, 803
Arnold, Matthew, 646
Arrowsmith, 568
"Ars Poetica," 671
Autobiography of Malcolm X, The, 877, 888
"Auto Wreck," 627

Balzac, Honoré de, 747
Barrett, William E., 737
Bartleby the Scrivener: A Story of Wall Street, 750
"Basement Room, The," 864
Bat-Poet, The, 607
Beckett, Samuel, 682, 693
Bellamy, Edward. *See, Looking Backward*
Beneath the Wheel, 732
Benét, Stephen Vincent, 670. *See also*, "The Devil and Daniel Webster"
Beowulf, 491, 611, 648
Bible, The, 836, 902, 903, 904, 905, 906, 918
Bierce, Ambrose, 869
"Big Sea, The," 888
"Big Two-Hearted River," 846
Billings, Graham, 469
Billy Budd, 761
Black Boy, 874, 888
Black Like Me, 875
Blake, William, 600
"Blind Man, The," 526
Bolt, Robert, 720
Borland, Hal, 763
Bradbury, Ray, 792, 795, 826
Brave New World, 800
"Bride Comes to Yellow Sky, The," 863
Bronte, Charlotte, 517
Brown, Claude, 878, 888
Browning, Robert, 650, 652
Buck, Pearl S., 837
Bunyan, John, 868
Byron, George Gordon, 1051

Canterbury Tales, 677
Canticle for Leibowitz, A, 766, 777
Caretaker, The, 682
Carey, Ernestine Gilbreth, 787
"Carpe Diem," 591
Carroll, Lewis, 348, 573, 579, 744. *See also*, "Jabberwocky"
"Cask of Amontillado, The," 847, 855
"Cat and the Weather," 659
Catcher in the Rye, The, 568, 719, 722, 723, 754, 779, 783, 786, 813, 918
Cather, Willa, 780, 854, 864
"Celestial Railroad, The," 868
Centaur, The, 764, 794
Chad Hanna, 832
"Chaplinesque," 660
"Chaser, The," 838
Chaucer, 566, 677
Cheaper by the Dozen, 787
Chekhov, Anton, 721
Childe Harold's Pilgrimage, 1051
"Children's Campaign, The," 834
Chita: A Memory of Last Island, 822
Chosen, The, 804
"Civil Disobedience," 568, 876
Clark, Walter Van Tilburg, 798
Clarke, Arthur C., 775
Coleridge, Samuel Taylor, 620, 666
Collector, The, 1089
Collier, John, 838
Coney Island of the Mind, A, 642, 656

"Congo, The," 572
Connecticut Yankee, A, 729
Connell, Richard, 848
Conrad, Joseph, 723, 785, 797, 814, 817, 819, 825, 861
Cool Hand Luke, 1100
Crane, Hart, 660
Crane, Stephen, 601, 756, 843, 863, 867
Crucible, The, 698
Cry, the Beloved Country, 770
Cummings, E. E., 526, 583, 625, 637, 918

Dante, Alighieri, 1051
Darkness at Noon, 541
David Copperfield, 741, 745, 754
Demian, 732
"Devil and Daniel Webster, The," 880
Devil's Advocate, The, 281
Diary of Anne Frank, The (a play), 713
Diary of a Young Girl, The, 349
Dickens, Charles, 730, 741, 745, 748, 753, 754, 755. *See also, Great Expectations*
Dickinson, Emily, 664
Divine Comedy, 1051
Doll's House, A, 699
Don Juan in Hell, 1005
"Dover Beach," 646
Down These Mean Streets, 878
Dyer, Edward, 658

"Early Marriage," 848
Edmonds, Walter D., 832
Education of H°Y°M°A°N K°A°P°L°A°N, The, 808
Eliot, George, 733. *See also, Silas Marner*
Eliot, T. S., 632, 716
Ellison, Ralph, 768, 806
Emerson, Ralph Waldo, 676
"End of the World, The," 643
Enemy of the People, An, 699, 712
Evans, Walker, 870
"Eve of St. Agnes, The," 622
"Ex-Basketball Player," 623

Fahrenheit 451, 795, 826
Far and Near, 837
Fast, Howard, 771
Faulkner, William, 507, 600, 789, 791, 835, 858, 865
Ferlinghetti, Lawrence, 642, 656
"Fern Hill," 629, 639
"First Confession," 840
First Wife and Other Stories, The, 837
Fitzgerald, F. Scott, 816, 828, 864. *See also, The Great Gatsby*
"Flight," 848
"Fly, The," 856
"Fog," 592

Forbush and the Penguins, 469
Fourteen Stories, 837
Fowles, John, 1089
Frank, Anne, 349
"Freshest Boy, The," 864
"Front, A," 636
"Frost at Midnight," 620
Frost, Robert, 591, 633, 637, 644, 645, 649, 651, 663, 672

Giants in the Earth, 735, 788
Gibson, W. W., 638
Gilbreth, Frank, Jr., 787
Glass Menagerie, The, 700
"God's Grandeur," 653
Golding, William, 793, 803, 805, 809, 830. *See also, Lord of the Flies*
Goodrich, Frances, 713
Graduate, The, 786
Graves, Robert, 668
Great Expectations, 730, 755, 759, 881
Great Gatsby, The, 811, 816, 828
Greene, Graham, 864
Gregory, Dick, 888
Griffin, John Howard, 875

Hackett, Albert, 713
"Hag, The," 607
Haley, Alex. *See, The Autobiography of Malcolm X*
Hamlet, 441, 504, 704, 714, 718, 719, 881
Hamlet, The, 791
Handful of Rice, A, 784
Hard Times, 753
Hardy, Thomas, 577, 738, 743, 757
Hawthorne, Nathaniel, 698, 752, 859, 868. *See also, The Scarlet Letter*
Hearn, Lafcadio, 822
Heart Is a Lonely Hunter, The, 722
Hemingway, Ernest, 502, 507, 521, 600, 601, 796, 818, 821, 846, 857
Henry, O., 836
Hesse, Hermann, 732
Heyerdahl, Thor, 871
Hobbit, The, 820
Homer, 775, 882, 885. *See also, The Iliad* and *The Odyssey*
Hopkins, Gerard Manley, 653
Hughes, Langston, 674, 888
"Hunchback in the Park, The," 621
Huxley, Aldous, 800

Ibsen, Henrik, 701, 712. *See also, A Doll's House* and *An Enemy of the People*
"Ice-Cart, The," 638
Idiot's Delight, 601
"If You Were Coming in the Fall," 664
Iliad, The, 881

"Illiterate, The," 624
"Il Penseroso," 655
"Initiate the Heart," 634
"in Just–," 583
Invisible Man, 768, 806
Ionesco, Eugene, 693
Irving, Washington, 521, 849, 853
Ivanhoe, 758

"Jabberwocky," 348, 579, 612
Jane Eyre, 517
Jarrell, Randall, 607, 636
"Jilting of Granny Weatherall, The," 833
"John Brown's Body," 670
Joyce, James, 600, 767
"Juggler, The," 635
Julius Caesar, 504

Keats, John, 622
Keene, Carolyn, 772
Kesey, Ken, 1100
King Lear, 705, 747
King Must Die, The, 879
Kishor, S. I., 838
Knowles, John, 728, 778. *See also, A Separate Peace*
Koestler, Arthur, 541
Kon-Tiki, 871
"Kubla Khan," 666

Lagerkvist, Pär, 834
"L'Allegro," 655
Lawrence, D. H., 526
Leader, The, 693
Lee, Harper, 770
Let Us Now Praise Famous Men, 870
"Leviathan," 675
Levin, Ira, 859
Lewis, Sinclair, 807. *See also, Arrowsmith*
Light in August, 789
Light in the Forest, The, 801
Lindsay, Vachel, 572
Loner, The, 781
Longfellow, Henry Wadsworth, 667
Long March, The, 769
Looking Backward, 565
Lord Jim, 814, 825
Lord of the Flies, 779, 793, 802, 803, 805, 809, 830, 1073
Lord of the Rings, The, 782, 820, 829
"Love Song of J. Alfred Prufrock, The," 632
Lowell, Amy, 661

McCullers, Carson. *See, The Member of the Wedding*
McKenna, Richard, 827
Macbeth, 504, 696, 703, 706, 710, 1073
MacLeish, Archibald, 643, 671
Main Street, 807
Malamud, Bernard, 836, 866
Malcolm X, 877, 888
Manchild in the Promised Land, 878, 888
Man for All Seasons, A, 720
"Man He Killed, The," 577
Mansfield, Katherine, 856
Markandaya, Kamala, 784
"Markheim," 841
Marquis, Don, 610
Martian Chronicles, The, 792
Master Builder, The, 701
Masters, Edgar Lee, 360
Maura, Sister, 634
Mayor of Casterbridge, The, 738
Melville, Herman, 750, 761. *See also, Moby Dick*
Member of the Wedding, The, 722
Meredith, George, 725
Meredith, William, 624
Merwin, W. S., 675
Millay, Edna St. Vincent, 270
Miller, Arthur, 698, 701
Miller, Walter, 766, 777
Milton, John, 655. *See also, Paradise Lost*
Moby Dick, 751, 880
"Modest Love, A," 658
Moore, Marianne, 630
More, Thomas, 739
"Most Dangerous Game, The," 848
"Mr. Flood's Party," 657
Murder in the Cathedral, 716
My Antonia, 780
"My Lady," 661
"My Last Duchess," 650
Mysterious Stranger, The, 469
"Mystery of Heroism, A," 867

Nancy Drew mystery series, 772
Narcissus and Goldmund, 732
Narrative of Arthur Gordon Pym, The, 742, 850
Native Son, 774
Nature, 676
"Neither Out Far Nor In Deep," 644
Nichols, Mike, 786
Nigger, 888
Nigger of the "Narcissus," The, 785, 797
1984, 565, 1073
"Notes Toward a Supreme Fiction," 665
"Nothing Gold Can Stay," 663

"Occurrence at Owl Creek Bridge, An," 869
O'Connor, Flannery, 852
O'Connor, Frank, 840
Odyssey, The, 775, 881, 883, 884, 885
Oedipus the King, 717, 1088, 1095. *See also*, Theban Trilogy

104

Old Man and the Sea, The, 502, 821
"Old Man at the Bridge," 601
One Flew Over the Cuckoo's Nest, 1100
O'Neill, Eugene, 680, 690
"On Saturday Afternoon," 851
"Open Boat, The," 843
"Open Window, The," 856
Orwell, George, 734, 793, 873. *See also, 1984*
"Outpost of Progress, An," 861
Ox-Bow Incident, The, 798

Paradise Lost, 628, 669
Parker, Elinor, 469
Paton, Alan. *See, Cry, the Beloved Country*
"Paul's Case," 864
Pearl, The, 502, 765, 799, 821
Pere Goriot, 747
Pilgrim's Progress, The, 868
Pinter, Harold, 682
"Pity Me Not," 270
Poe, Edgar Allan, 547, 742, 847, 850, 855
"Poem in October," 640
"Poems of Our Climate, The," 654
Poorhouse Fair, The, 776
Porter, Katherine Ann, 833
Portis, Charles, 823
Portrait of the Artist as a Young Man, 767
Potok, Chaim, 804
"Prison, The," 866
Pygmalion, 708

Red Badge of Courage, The, 756
"Red Hanrahan's Song about Ireland," 662
Red Pony, The, 824
Renault, Mary, 879
Return of the Native, The, 743, 757
"Richard Cory," 527, 626
Richard III, 710
Richter, Conrad, 801, 848
"Rip Van Winkle," 849, 853
"Road Not Taken, The," 637
Robinson, Edwin Arlington, 626, 657.
See also, "Richard Cory"
Rolvaag, Ole, 788. *See also, Giants in the Earth*
Romeo and Juliet, 702, 707, 715
Rosemary's Baby, 859
Ross, Leonard Q., 808

Saki, 856
Salinger, J. D., 719, 754, 783, 813.
See also, The Catcher in the Rye
Sandburg, Carl, 592, 674
Sand Pebbles, The, 827
Scarlet Letter, The, 380, 698, 752, 762, 880
Schaeffer, Jack, 773
Scott, Sir Walter, 758
"Sculptor's Funeral, The," 854
"Secret Life of Walter Mitty, The," 839, 862
Secret Sharer, The, 817
Separate Peace, A, 723, 728, 778, 779, 790, 812, 831
Serjeant Musgrave's Dance, 709
Shakespeare, William, 504, 566, 586, 641, 681, 684, 686, 687, 689, 692, 695, 697, 702, 703, 707, 715, 1006, 1036, 1037, 1071. *See also, Hamlet, King Lear, Macbeth*, and *The Tempest*
Shane, 773
Shapiro, Karl, 627
Shaw, George Bernard, 708, 1005
Shaw, Irwin, 729
Sherwood, Robert, 601
"Shillington," 580
"Shooting an Elephant," 873
Siddhartha, 732
"Sing-Post, The," 637
Silas Marner, 736, 765
"Silent Snow, Secret Snow," 844, 864
Sillitoe, Alan, 851
Singing and the Gold, The, 469
Skinner, B. F. *See, Walden Two*
"Soldier's Home," 857
"Song of Myself," 676
"Sonnet 90," 641
Sophocles, 881, 1088. *See also, Antigone, Oedipus the King*, and *The Theban Trilogy*
Spoon River Anthology, 360
"Spotted Horses," 791, 858
Stafford, William, 631
Steinbeck, John, 502, 737, 799, 821, 824, 848.
See also, The Pearl
Stevens, Wallace, 654, 665
Stevenson, Robert Louis, 841
"Stopping by Woods on a Snowy Evening," 645
Stowe, Harriet Beecher, 740
Styron, William, 737, 769
Swenson, May, 659

Taylor, Edward, 647
Teasdale, Sara, 674
Tempest, The, 1089
Tennyson, Alfred Lord, 507, 632
Theban Trilogy, The, 881
Thomas, Dylan, 621, 629, 637, 639, 640
Thomas, Edward, 637
Thomas, Piri, 878
Thoreau, Henry David, 676, 876.
See also, "Civil Disobedience" and *Walden*
Through the Looking Glass, 744
Thurber, James, 862. *See also*,
"The Secret Life of Walter Mitty"
To Kill a Mockingbird, 770
Today and Forever, 837
Tolkien, J. R. R., 782, 820.
See also, The Lord of the Rings
Tolstoy, Leo, 749

"Traveling Through the Dark," 631
True Grit, 823
"Turnabout," 835
Twain, Mark, 469, 729, 746, 760. *See also, The Adventures of Huckleberry Finn*
2001: A Space Odyssey, 775

"ugUduh," 918
"Ulysses," 632
Uncle Tom's Cabin, 740
Uncle Vanya, 721
Updike, John, 580, 623, 764, 776, 794, 815
"Upon What Base Was Fixed the Lath Wherein," 647
Utopia, 739

"Velvet Shoes," 673
Victory, 819
"Vision and Prayer," 640
Voices of a Summer Day, 729

Waiting for Godot, 682, 693
Walden, 568, 676, 876
Walden Two, 565
Wanderer, The, 723
War and Peace, 749
"War Is Kind," 601
Warren, Robert Penn, 657, 810
"Was," 865
West, Morris L., 281
"what if a much of a which of a wind," 625
When the Legends Die, 763
Whitman, Walt, 604, 676
Who's Afraid of Virginia Woolf?, 711
Wier, Ester, 781
Wilbur, Richard, 635
Williams, Tennessee, 700
"Winter's Tale, A," 640
"Wood-Pile, The," 651
Wright, Richard, 774, 874, 888
Wylie, Elinor, 673

Yeats, William Butler, 600, 662
"Young Goodman Brown," 859
Youth, 723

Zoo Story, The, 711

Index to Authors

The authors of articles that appeared in *English Journal* from January 1964 through December 1970 are listed below. After each author's name are item numbers that refer to annotations of the articles he wrote. The annotations appear in the main body of this book, grouped by subject but numbered in one sequence throughout.

Ackerman, Ann W., 476
Ackerman, Margaret B., 569
Adams, Herbert R., 678
Adkins, Carl A., 763
Agee, Hugh, 722
Albert, Richard N., 1071
Aldrich, Pearl, 511
Alexander, Jean, 887
Algeo, John, 399, 922
Allen, Beth, 477
Allen, Geraldine, 190
Allen, Harold B., 1
Allen, Robert L., 923
Alley, Alvin D., 764
Almer, Alvin T., 279
Alwood, Richard C., 1055
Amanda, Sister M., 1016
Amsden, Saralee, 160
Anderson, Art, 442
Anderson, Hazel R., 1051
Anderson, Jean P., 225
Anderson, Viola, 280
Andrews, Joe W., 121
Andrews, Katherine, 191, 324
Andrews, Larry, 570
Andrews, Mary Beth, 1008
Applebee, Roger K., 100
Appleby, Bruce C., 478
Arnez, Nancy L., 888
Arnold, Lois V., 418
Ashley, Annabel T., 974
Auciello, Joseph, 173
Audet, Ronald A., 620
Aukerman, Robert C., 447

Babcock, David, 1082
Balazs, Eugene E., 387, 419
Bamberger, Richard E., 325, 1052
Bank, Stanley, 723
Barone, Frank J., 202
Bartel, Roland, 765
Barth, Carl A., 13, 161
Bartz, Fredrica K., 917
Bauer, John P., 22
Beattie, Rev. Paul Hamilton, 803
Beaven, Mary H., 174
Becker, Laurence A., 833
Bell, Arthur H., 834
Bennett, Michael Alan, 766
Bennett, Robert A., 84, 679
Bens, John H., 23, 122
Benson, Warren B., 835
Benton, Helen, 281
Benton, Marjorie F., 326
Berg, David W., 216
Bergeron, David M., 698
Bernadette, Sister Miriam, 420
Berry, Rebecca, 203
Bettina, Sister M., 489
Betts, Leonidas, 870
Biderson, Ellis, 767
Billings, Jane K., 479
Bishop, Marguerite, 123
Bissell, Joan, 699
Bivins, Betty M., 724
Bixler, Frances M., 388
Black, Joanne, 24
Blackman, Ralph, 421
Blake, Robert F., 327
Blakely, W. Paul, 571
Blau, Harold, 242, 400
Bloch, Alice, 768
Blomberg, Mary, 911
Blondino, Lawrence, 162
Blount, Nathan S., 101, 102, 103, 104, 105, 124
Bluefarb, Sam, 836
Blyth, Marion D., 512
Bohling, Beth, 738
Bone, Robert, 889
Bonner, Nellie J., 572
Bonney, Margaret Kemper, 192
Booth, Martha, 480
Booth, T. Y., 725
Booth, Wayne C., 918
Boring, William C., 542, 739
Bouise, Oscar A., 328
Boutwell, Florence, 1034
Bradshaw, Lillian Moore, 919
Bramer, George R., 243
Brand, Sister Helena, 621
Brandriff, Welles T., 769
Brandt, Larry G., 175
Brengelman, Fred, 401
Brennan, Joseph Gerard, 490
Brett, Sue M., 106
Briggs, Thomas H., 244

Briskin, Mary E., 491
Brocki, A. C., 117
Brokowski, William W., 282
Bronson, David B., 25
Brown, Dorothy S., 740
Brown, L. Lakota, 26, 991
Brown, Lurene, 402, 513
Brown, Marcia, 492
Bruell, Edwin, 770
Buchan, Vivian, 283
Buddenhagen, R. G., 924
Burack, Boris, 245, 573
Burchard, Rachael C., 27
Burgess, C. F., 622
Burke, Alexander J., Jr., 925
Burke, Etta M., 226
Bush, Jarvis, 85
Busha, Virginia, 623
Bushman, John H., 926
Butcher, Jeanne Malcolm, 879
Byers, Iva B., 741

Cain, R. Donald, 927
Caldwell, Margueritte J., 458
Cameron, Jack R., 928
Campbell, Charles A., 28
Campbell, Jean L., 992
Campbell, Josie P., 742
Capasso, Ralph, 700
Capps, Alton C., 902
Carlin, Jerome, 514
Carlsen, G. Robert, 86, 125, 176, 193, 515
Carlson, James, 204
Carr, Jacquelyn B., 126, 329
Carriar, Shirley M., 459
Carrico, J. Paul, 1087
Cassidy, Frederic G., 975
Chalmers, John J., 1017
Chalpin, Lila, 284
Childs, Rita Jean, 467, 574
Christ, Henry I., 575, 576, 743
Christensen, Francis, 246
Christina, Sister M., 247
Christman, Laurence D., 389
Church, Frank C., 403
Claggett, Mary Frances, 624, 625
Clark, Roger G., 87, 127
Clarke, Howard, 1088
Claus, Lois M., 128
Clerc, Charles, 726
Clifford, Mary, 227
Clifton, Linda J., 626
Coen, Frank, 248, 701
Coffin, LaVerne W., 358
Coggin, Jane, 3
Cohen, Lauren W., 702
Cohler, Jenny, 993
Coleman, Alice, 627
Collamore, Elizabeth, 771
Commers, Mary C., 205
Conner, John W., 478
Conroy, Alice B., 359, 468
Conway, Frances G., 129
Cook, Philip H., 330
Cooper, David, 460
Cooper, Nancy M., 628
Copeland, Evelyn M., 1053
Corbett, Thomas, 1089
Corbin, Richard, 4, 62, 63, 88
Cottrell, Beekman W., 157, 543
Crabbe, John K., 206
Crampton, Norman, 390
Crosby, Muriel, 29, 30, 31, 64, 65
Cross, Helen Reeder, 469
Cross, Janet S., 1030
Crow, Dennis W., 66
Crow, James, 193
Crowell, Michael G., 929
Cullen, William H., 1018
Culley, Kilburn, Jr., 207
Cummins, Paul F., 249

Daigon, Arthur, 422, 516, 577, 772
Dale, Joanne, 130
D'Ambrosio, Michael A., 744
Damon, Grace E., 228
Dart, Peter, 1083
David, Brother Clement, 517
Davidow, Mary C., 629
Davidson, Dorothy, 194
Davis, James E., 727
Day-Lewis, C., 578
DeBoer, John J., 177
Decker, Howard F., 360, 907
DeFrees, Sister Madeline, 32
Dell, William C., 361
Dellone, Louise F., 579
Denby, Robert V., 5, 197, 217, 362, 423, 518, 890, 954, 1047, 1054, 1090
DeRoo, Edward, 871
Derrick, Clarence, 163
Dever, Marilyn A., 481
Devine, Joseph E., 728
Devine, Thomas G., 448
DeVries, Ted, 17
Dicken, Robert S., 404
Diederich, Paul B., 164, 424, 449
Diesman, Florence M., 131
Dieter, Lynn, 773
Dixon, John, 363
Dobson, Joan L., 912
Doemel, Nancy J., 994
Doherty, Eugene N., 425
Doherty, Matthew F., 285, 391
Donelson, Kenneth L., 51, 536, 913, 920
Donlan, Dan M., 774

Dougherty, Robert G., 930
Douglas, Wallace W., 107
Doyle, Paul A., 837
Drake, Phyllis, 775
Draper, Arthur G., 286
Ducharme, Edward R., 580, 776, 777
Duggins, James H., 976
Dundas, Marjorie, 302
Dunn, Richard J., 745
Dunning, Donald J., 364
Dunning, Stephen, 581, 838
Dutton, Joseph F., 229
Dyer, Prudence, 544
Dykstra, Charles T., 393

Early, Margaret J., 107, 450
Eberhard, Edward G., 582
Edsall, Constance H., 630
Ehrenhaft, George, 545
Eichenberg, Mary Ann, 365
Eidt, Mary B., 1055
Elkins, William R., 158
Elliott, Virginia A., 891
Ellis, Allan B., 493
Ellis, James, 778, 839
Ellis, W. Geiger, 266
Ellison, Martha, 208
Elvove, Marjorie, 583
Ely, Sister M. Amanda, 779, 1091
Emmanuel, Sister Mary, 680
Empacher, Marjorie R., 470
Engelsman, Alan D., 331, 494
English, Helen W., 584
Erwin, Gloria, 426
Estrin, Herman A., 108
Evans, Don, 1035
Evans, William H., 33

Fagan, Edward R., 495
Fantini, Mario, 510
Farmer, Paul, 496
Farrell, Edmund J., 132, 287
Feeney, Joseph J., 366
Feger, Lois, 780
Felland, Norman, 218
Fenner, James L., 332
Fennimore, Flora, 781
Fichtenau, Robert L., 288
Fields, William B., 497
Fifield, Merle, 782
Fillion, Bryant, 195, 519
Finnegan, Barbara C., 840
Fisher, John Hurt, 67
Fitzhugh, Jewell Kirby, 977
Fitzpatrick, Virginia, 427
Flanigan, Michael C., 461
Fletcher, Paul F., 289
Flowers, Frank C., 995

Fogg, Richard, 520
Foran, Donald J., 783
Fotos, Joseph P., 428, 1031
Fracht, Sylvia, 784
Frances, Sister Marian, 785
Frank, Yakira H., 521, 585
Franza, August, 178, 1092
Frazier, Alexander, 250
Frederiksen, Mildred, 841, 880
French, Richard, 681
French, Violet G., 1019
Friedrich, Gerhard, 842
Fulcher, James, 34
Fuller, Mary Elbin, 843
Furman, Anastasia, 290
Fuson, Ben W., 118

Gallo, Donald R., 109
Garrett, DeLois, 892
Gaston, Thomas E., 251
Gates, Judith, 133
Gavin, William F., 1056
Geller, Conrad, 931
Geller, Robert, 252, 682, 786
Gemello, Linda, 546
Geyer, Donna, 291
Gibson, Donald B., 746
Giltinan, Betty, 24, 134, 787
Gleason, Marian, 703, 932, 935
Gleeson, James F., 586
Glennon, Michael L., 135, 1093
Goba, Ronald J., 587, 704, 956
Golatta, John, 747
Gold, Joseph, 748
Goldman, Lorraine, 482
Goldsmith, Arnold L., 522
Goldstein, Sidney, 788
Golub, Lester S., 789
Gonzalez, Joseph F., 547
Gooch, Bryan N. S., 619
Gordon, Edward J., 1057
Gordon, Marta U., 914
Gordon, William M., 219
Gorrell, Robert, 253
Gott, Evelyn, 978
Graber, Ralph S., 729
Grady, Michael, 333, 933
Graham, Ballew, 844
Graham, Grace L., 957
Graham, Robert J., 196
Granata, May, 730
Granite, Harvey R., 731
Green, James L., 254, 429
Green, William D., 1020
Greenspan, Elaine, 749
Greiling, Franziska Lynne, 790
Greiner, Charles F., 136, 631
Greiner, Donald J., 791

Griffin, Dorothy M., 979
Grimsley, Juliet, 792
Grommon, Alfred H., 6, 35, 68, 69, 70, 89
Groomes, Donald L., 483
Gropper, Esther C., 732
Grose, Lois M., 230
Gulbin, Suzanne, 793
Gunderson, Doris V., 110, 111, 112, 980
Gunn, M. Agnella, 1, 451
Gurka, John E., 632
Guth, Hans P., 137, 179
Guyol, Hazel Sample, 705, 794

Hach, Clarence W., 334
Hackett, Maryann, 996
Hackl, Lloyd C., 1058
Hall, Evelyn W., 706
Hall, Richard W., 498
Hall, Robert A., 405
Halloran, Kevin C., 180
Halperin, Irving, 36
Hamalian, Leo, 292
Hamblen, Charles F., 795
Hand, Harry E., 796
Hands, Charles B., 633
Hanke, Jeannette J., 707
Hansen, Sally P., 588
Hardman, Laurence L., 484
Harig, Mary Labouré, 1094
Harlan, William F., 1048
Hart, Evalee, 797
Harvey, Robert C., 197, 589, 708
Hatfield, W. Wilbur, 958
Hayden, Linda, 934
Hayes, Curtis W., 935
Headlee, Judy Anne, 893
Healy, Paul E., 1051
Heckel, James J., 548
Hedges, Carolyn, 220
Heiman, Ernest, 981
Helen, Sister Mary, 1036
Henneman, Dennis, 1037
Henry, George H., 52, 181, 499, 523
Herbert, Edward T., 590
Herbert, Phil, 138
Hernandez, Luis F., 139
Hester, Sister Mary, 634, 635
Hezel, Paul, 524
Hiatt, Mary, 367
Hickman, Sara, 881
Higbee, R. W., 293
Higgins, V. Louise, 936
Hildebrand, R. Paul, 903
Hill, H. Russell, 636, 997
Hillocks, George, 549
Hipple, Theodore W., 53, 140, 141, 894
Hirshberg, Edgar W., 733
Hoetker, James, 683
Hoey, Edwin A., 937
Hogan, Robert F., 71, 904
Hoke, Melvin A., 709
Holt, Mayme Wilkins, 1021
Hood, Elizabeth C., 550
Hook, Frank S., 684
Hook, J. N., 142, 294
Hoopes, Ned E., 525
Hosman, Francis J., 598
Houghton, Donald E., 798, 982
Hovelsrud, Joyce, 430
Howard, Frances K., 750
Hughes, Daniel E., 710
Hull, Raymona E., 882
Hunt, Kellogg W., 431
Hymovitz, Leon, 551

Ianni, Lawrence, 959
Ireland, Virginia, 335, 998
Isaacs, Sallie, 526
Ivey, Dorothy L., 209

Jacobs, Paul H., 54
Jacobs, Roderick A., 637, 638
Jacoby, Susan, 845
Jaekle, Ann M., 210
James, Carl, 938
James, Comer, 295
Janeczko, Paul B., 7
Jenkins, Jack L., 639
Jenkins, Kenneth D., 368
Jenkins, William A., 37, 72, 90, 91, 92
Jenness, Raymond N., Jr., 8, 552
Jerome, Sister Marie, 527
Jewett, Arno, 9
Johnson, Carolyn E., 711
Johnson, Falk S., 960
Johnson, Keith D. G., 591
Johnson, Laura S., 485, 915
Johnson, Lois J., 406
Johnson, Sandy, 336
Joki, Virginia, 528
Jones, Patricia, 999
Jones, Sister M. Roberta, 640
Jorgensen, Virginia, 641
Josephs, Lois S., 157, 543, 751
Joy, Donald, 219
Judy, Stephen, 255, 256, 296

Kabatznick, Joel, 337
Kaplan, Milton A., 297, 369, 500, 592
Karl, Herbert, 529
Karlin, Robert, 452
Karsten, Ernest E., 799
Kaufman, Wallace, 257
Keables, Harold, 370
Keelan, Jean, 165
Kehl, D. G., 432

110

Keller, Charles R., 1059
Keller, Richard M., 872
Kelly, Brother David H., 939
Kendrick, Dolores, 593
Kennedy, Richard H., 143
Kent, Brother Edward, 642
Kenyon, Don, 149
Kenyon, John Garland, 594
Keskinen, Kenneth, 873
Keyes, George E., 1049
King, Almeda, 800
Kinnamon, Kenneth, 895
Kirk, Robert 1060
Kirkton, Carole M., 211
Kirshenbaum, Howard, 144
Kitzhaber, Albert R., 73, 74
Klang, Max, 212
Klein, Anna Lou, 338
Klein, Thomas D., 145
Knappenberger, Dorothy, 198
Knox, Bernard M. W., 1095
Knudson, Rozanne, 38
Kocher, Annis Cox, 643
Koller, Ann Marie, 231
Korn, Barbara, 846
Kubat, Nelda, 394

Ladensack, Carl J., 1061
LaHood, Marvin J., 801
Laird, Charlton, 961, 1000
Lambert, Dorothy, 298
Lambert, Robert C., 685
Lambert, Robert G., 39, 712
Landrum, Roger, 1011
Langer, Frank, 847
Lansu, Helvi, 848
Larson, Richard L., 258, 259, 339
Lasser, Michael L., 752
Lavigne, Richard J., 845
Lawrence, Joe B., 1096
Lazarus, Arnold, 349
Leary, Barbara Buckett, 1038
Lederer, Richard H., 340, 802, 803
Lee, Hector H., 553
Lee, Helen, 849, 850
Leeper, Faye, 804
Lehner, Andreas, 221
Leonard, Barbara J., 395
Lepore, D. J., 644, 645
Levine, Ruth J., 851
Levitt, Leon, 805
Lewis, Florence, 734
Lillard, Stewart, 806
Lin, San-su C., 40
Lincks, John F., 753
Lindley, Daniel A., Jr., 41, 55
Lindsay, Marilyn L., 299
Lindskoog, Katherine, 341
Litsey, David M., 146
Live, Anna H., 940
Loban, Walter, 530
Lockerbie, D. Bruce, 260, 261, 471, 595
Loflin, Marvin D., 983
Logan, Carolyn, 166
Logan, Edgar, 232, 396
Long, Ralph B., 941
Lorentzen, Arthur A., 942
Louthan, Vincent, 453
Love, Glen A., 262
Lowe, Lee Frank, 263
Lowery, Alice M., 883
Lowery, Gertrude Holden, 462
Lueders, Edward, 264, 1072
Luis, Earlene, 42
Lukenbill, Brother Jeffrey, 962

McAndrews, Jean, 596
McCalib, Paul T., 147, 735
McCallister, Lois, 433
McCampbell, James F., 300
McCarthy, John F., 807, 852
McCoy, Dorothy, 167
McCrimmon, James M., 342
McCullough, Constance M., 454
McElheny, Kenneth, 371
McEvers, Jean H., 1062
McEwen, Fred B., 463
McGuire, Eileen J., 301
McGuire, Vincent, 168
McKowen, Clark, 182
McNamara, Eugene, 754
Macaree, David, 808
MacDonald, R. K., 148
MacLeish, Andrew, 265
Macrorie, Ken, 343
Madden, Edgar, 344
Madsen, Alan L., 554
Magers, Joan, 755
Maggio, Andrew J., 1080
Mahnke, Marcia, 434
Malarkey, Stoddard, 555
Malkoc, Anna Maria, 1012
Malof, Joseph, 597
Manchel, Frank, 1097
Mapes, Elizabeth A., 713
Marckwardt, Albert H., 75, 76, 77, 78, 93, 94
Marder, Louis, 686
Marion, Marjorie A., 222
Marks, Irving, 556
Marks, Sue, 921
Marlowe, John W., 472, 598
Martin, Jerome, 809
Martin, R. Glenn, 810
Masters, George D., 407
Matcha, Julia, 149
Maxwell, John C., 56, 79, 183

May, Steve, 1073
Meade, Richard A., 266
Meadows, Robert, 1074
Mecklenburger, James A., 599
Melchior, Thomas E., 963
Melito, Rev. Ignatius M., 600
Mellard, James M., 811
Mengeling, Marvin E., 812, 853
Menges, Gay E., 1098
Metzner, Seymour, 1039
Miles, Robert, 557
Miletich, Phyllis, 854
Miller, Bernard S., 150
Miller, Bruce E., 267
Miller, Doris P., 1084
Miller, Evelyn E., 601
Miller, James E., Jr., 80, 501, 531, 943
Miller, Lois T., 646, 647
Milosh, Joseph, 648
Miner, Marilyn E., 964
Moffett, James P., 151
Monteith, Roberta, 908
Moore, Robert E., 408
Moore, Robert P., 649, 813
Moore, Robert S., 602
Moore, Walter J., 455
Morgan, Mary C., 152
Morgan, Robert E., 603
Morgan, Sister Junette, 372
Morris, Helen L., 373
Morris, Robert, 558
Morris, William, 1001
Morse, David E., 559
Mortland, Donald F., 944
Moulton, J. Paul, 302
Muccigrosso, Robert M., 604, 814
Mueller, Lavonne M., 560, 605
Mueller, Richard J., 687
Muench, Mary de Lourdes, 650
Mullen, William B., 1002
Mulligan, Louise E., 43
Muradian, Thaddeus, 815
Murphy, Charles P., 374
Murphy, Geraldine, 561
Murphy, Mary Kay, 909
Murphy, Richard, 303
Murray, Donald M., 268
Mussen, Lenore, 375
Mussoff, Lenore, 688
Myers, Franklin G., 223

Nagle, John M., 502, 1030
Narveson, Robert, 651
Nathan, Norman, 689
Nelms, Ben F., 473
Nelson, Jack P., 1040
Nelson, Lawrence E., 304
Nelson, Paul S., Jr., 57
Nelson, Phyllis E., 532
Neman, Beth S., 345
Nestrick, William V., 652
Neumeyer, Peter F., 884, 984
Nevi, Charles N., 855, 945
Newsome, Verna L., 305
Ney, James W., 346
Nichols, Duane C., 347
Nicholson, Margaret A., 348
Nietz, John A., 946
Noel, Sister Mary, 653, 654
Norton, James H., 306, 1032
Novak, Benjamin J., 985
Nyquist, Jody L., 153
Nystrand, Martin, 184

O'Brien, James C., 233
O'Brien, Joseph P., 376
O'Connor, Marie E., 1075
O'Dea, Paul, 307
O'Donnell, Bernard, 81, 95, 96, 97, 113
O'Donnell, Roy C., 947
O'Donnell, Sister John Mary, 655
Olsen, James, 119
Olson, Dorothy C., 409
O'Neill, Brother Russell, 656
Osterweis, Rollyn, 377
Ostrach, Herbert F., 185
Owen, Sister Mary, 1014

Paller, Ruth, 1022
Palmer, Ted, 503
Parish, John E., 657
Parker, Richard K., 714
Paul, Sister William, 486
Paulson, Joan A., 479
Payne, Michael, 262
Pearson, Roger L., 816
Pelletier, Gaston, 756
Pelton, Claire L., 533, 562
Peltzie, Bernard E., 856
Perkins, Rachael N., 606
Perrine, Laurence, 715
Perry, John, 1041
Perutti, Louis, 234
Petitt, Dorothy, 607, 658, 659
Petrarca, Anthony J., 857
Philbrick, Norman, 1042
Pike, Harry E., 235
Pike, Wayne, 608
Pitcole, Marcia, 874
Pitt, Jack, 269
Plotka, Marie, 349
Podaras, Arthur, 965
Pollard, Barbara, 186
Ponemon, Abraham, 270
Pooley, Robert C., 58, 986
Porter, Frank, 660

Postman, Neil, 948
Poteet, G. Howard, 1099
Potter, Rachel, 609
Powell, Marian C., 817
Powell, Mary-Jo, 610
Powell, Pansye H., 757
Preu, James A., 410
Purves, Alan C., 187, 534

Quigley, Genevieve, 661
Quinn, Sister M. Bernetta, 662, 663

Raleigh, John Henry, 690
Rall, Eilene M., 10
Rank, Hugh, 308, 875
Rathbone, Charles, 378
Redd, Virginia P., 309
Redding, Paul S., 379
Reeves, Bruce, 350
Reeves, Ruth, 198
Reichard, Daniel P., 818
Reinfeld, George, 310
Reppert, Charlotte, 542
Reynold, Jean, 1063
Reynolds, William J., 44, 949, 1023
Richard, Keith, 1039
Richmond, Lee J., 664
Riddel, Joseph N., 665
Rideout, Ray, 311
Rider, Maurice L., 504
Ridout, Albert K., 380
Ringler, Donald P., 1064
Rinne, Carl H., 1033
Rinzler, Elsie E., 876
Risken, John, 213
Roberts, A. Hood, 1012
Robinson, Bruce, 611, 1076
Robinson, Eleanor M., 987
Robinson, R. D., 885
Roby, Kiley E., 758
Rodgers, Paul C., Jr., 411
Rogers, C. D., 312
Rogers, Charlotte, 457
Rogers, Joseph A., 313
Rogers, Robert W., 82
Roody, Sarah I., 819
Roos, Richard, 820
Rosenblatt, Louise M., 464, 535
Ross, Frank E., 98, 236
Ross, Richard A., 877
Roth, Ruth M., 716
Rothman, Richard M., 666
Rowland, Howard S., 397
Royster, Salibelle, 11, 314
Rozsnafsky, Jane, 315
Ruggless, Charles B., 59
Ruland, Richard, 667
Rundus, Raymond J., 612, 966

Russell, David H., 99, 505
Ruth, Leo, 13, 60
Ryder, Sarah, 563

Samway, Patrick, 435
Sanborn, Donald A., 950
Sanders, Betty, 910
Sanders, Peter L., 668
Sanderson, James L., 858
Sauer, Gay, 693
Saurn, Sister Joan Stanislaus, 669
Scannell, William J., 56
Schap, Keith, 967
Scheufele, Kirk, 1085
Schiff, Lillian, 237, 351
Schiller, Sister Philomene, 968
Schroeder, Fred E. H., 352, 353
Schroth, Evelyn, 169
Schumann, Paul F., 436
Schwartz, Marjorie Xenia, 437
Schwartz, Sheila, 45, 1100
Schwartz, Steven, 613
Scott, Charles T., 1013
Scoville, Samuel, 821, 859
Scribner, Duane C., 199
Searles, John R., 120, 1065, 1077
Seeler, Joan, 717
Settle, Jane Anne, 238
Shafer, Robert, 200, 201, 536
Shakes, C. T., 412
Shanker, Sidney, 1003
Sheehan, Peter J., 670, 691
Sheeley, Stuart L., 354, 381
Shehan, Lawrence P., 239, 1066
Shelby, Marian, 188
Shepard, Ray Anthony, 896
Sherwood, Irene W., 382, 506
Shockley, Ann Allen, 878
Shugrue, Michael F., 12, 13
Shuman, R. Baird, 154, 822, 823, 824
Silkowski, Daniel R., 825
Simmons, John S., 537, 692
Simmons, Susan, 759
Simon, Marianne P., 1050
Simon, Sidney B., 144, 1050
Simonini, R. C., Jr., 1004
Simonson, Solomon S., 271, 272
Simpson, Ray H., 860
Singleton, Clifford G., 438
Sisario, Peter, 826
Skapura, Robert, 7
Skinner, Patrick F., 969
Slack, Robert C., 114, 157
Slager, William R., 988
Slaughter, Eugene E., 14
Sledd, James, 989, 990
Slothower, William R., 1015
Smiley, Marjorie B., 155

113

Smith, Eugene H., 46, 189, 355, 439
Smith, George, 693
Smith, Grace Beam, 153
Smith, James Steel, 1078
Smith, Louise, 273
Soares, Anthony, 860
Soffer, Rosanne S., 214
Solkov, Arnold, 383
Solo, Leonard, 736
Sparks, Merla, 170
Spiegler, Charles G., 474
Squire, James R., 1, 15, 115, 456
Stackelberg, Roderick, 1067
Stafford, William E., 614
Stageberg, Norman C., 440
Stambolian, Elizabeth B., 886
Stanford, Barbara Dodds, 897, 1024
Stassen, Marilyn E., 384, 1025
Steensma, Robert C., 171
Stein, Ruth, 760
Steinbeck, Nancy, 240
Steinberg, Erwin R., 157, 615
Steinberg, Charles S., 1079
Steinley, Gary, 737
Stephens, Rosemary, 861
Sterling, Dorothy, 898, 899
Stern, Adele H., 316, 1068
Stern, Arthur A., 274, 970
Stevens, Martin, 158
Stevens, William J., 413
Stewart, Stanley, 275
Stoen, Don, 827
Stokes, Gary, 761
Stone, Katherine S., 441
Stoner, Don, 442
Storm, Howard, 47
Stowe, Richard A., 1080
Strandberg, Victor, 507
Strang, Ruth, 457
Strom, Ingrid M., 16, 116
Strong, Jonathan, 385
Strout, Beverly, 317
Struck, Herman R., 414
Stubblefield, Charles, 616
Sturdevant, James R., 1005
Suhor, Charles, 398
Sullivan, Harry R., 671
Sullivan, Sister Bede, 1086
Sundell, Carl, 862
Sussman, Irving, 1006
Swann, Loraine E., 564
Sweet, Bruce, 1043
Sweet, John, 48, 318, 694, 1044
Sweetkind, Morris, 617

Tanner, Bernard R., 159, 276, 762, 828
Taylor, Gary, 538
Taylor, Thomas E., 277
Taylor, William L., 829
Thompson, Phyllis Rose, 618
Thorpe, Janet M., 319
Tibbetts, A. M., 863, 1007
Tincher, Ethel, 241, 1081
Tinney, James S., 900
Tooman, Arthur R., 386
Torvik, Solveig, 1009
Tovatt, Anthony, 17, 356
Traci, Philip, 718
Tressin, Deanna, 864
Trickey, Katherine W., 470
Trowbridge, Clinton W., 719
Trowbridge, Elizabeth C., 49
Trusty, Shirley, 1045
Turner, Darwin T., 189
Turner, G. R., 415
Twomey, Mark, 487

Ulanov, Barry, 278
Umberger, Willis H., 18

Van Dyck, Howard A., 357
Veidemanis, Gladys, 61, 695, 720, 830
Viall, William P., 19, 20, 21
Vogel, Alfred T., 696

Wachs, Helen B., 513
Wadlow, Dale, 951
Wagner, Linda Welshimer, 320, 443, 539
Walen, Harry L., 672
Walker, Clifford J., 321
Walker, Jerry L., 508, 509, 540
Wallace, Karl R., 1026
Walters, Thomas N., 865
Warshaw, Thayer S., 905, 906
Watson, Bruce, 322
Webb, Bernice Larson, 444
Webster, Mildred E., 50, 83
Wechsler, Diane, 866
Weingartner, Charles, 1010
Weinstein, Gerald, 510
Weise, Donald F., 215
Weiss, Irwin, 465
Wells, Carlton F., 445
Wells, Walter, 416
Wertenbaker, Thomas J., 673
Westermark, Tory, 619
Weston, John, 721
White, Charles A., 1046
Whitesell, Philip A., 219
Whitworth, Richard G., 475
Wiegand, John A., 1027
Wiener, Harvey S., 674
Wiggin, Neal A., 1069
Wild, Paul H., 565, 675, 676
Wilde, Warren E., 546, 562
Wilkinson, Andrew, 1028

Williams, Celia Ann, 677
Willson, Norma, 488
Wilson, Ellen K., 446
Winner, Edward G., 916
Wise, K. Kelly, 1070
Witherington, Paul, 831, 867
Withers, Samuel, 566
Wogaman, Emily, 567
Wolfe, Don M., 417
Wolfe, Frank, 952
Wolk, Anthony, 953
Wood, Clifford A., 868
Woodman, Leonora, 568
Work, William, 1029
Wragg, Otis O., 541
Wright, Dorothy, 224
Wright, Gertrude, 466
Wright, Louis B., 697
Wyld, Lionel D., 832

Ylvisaker, Miriam, 901
Youmans, Peter N., 971

Zarro, Joseph A., 869
Zidonis, Frank J., 972, 973
Zeiser, Sue, 184
Zivley, Sherry, 172, 323